Denton Independent School District

Denton, Texas

Annual

Performance

Report

Academic Excellence Indicator System Reports, 2010-2011

District and Campus Improvement Plans, 2011-2012

Denton Independent School District
Office of the Superintendent
1307 N. Locust St.
Denton, Texas 76201

We are pleased to present our school district's Annual Performance Report for the School year 2010-11.

The data in this report were furnished by the Texas Education Agency based on the statewide Public Education Information Management System (PEIMS) gathered from all Texas school districts. We have added some explanatory information to help you evaluate both the profile and the performance data. Also included in the report are each of our schools' Campus Improvement Plans for 2011-2012.

It should be emphasized that, although each individual campus is compared with *similar* schools throughout the state, schools are not ranked. In addition, please note that very few of our schools even overlap in terms of comparison groups. This tells us that each school in our district has not only a unique student population, but also unique instructional needs. The AEIS report, when used with each school's Campus Improvement Plan, will be a powerful tool for improvement.

As a public document, this report will be available electronically through the Denton ISD website (www.dentonisd.org). Additional electronic copies will be distributed to the public libraries and the Denton Chamber of Commerce, and copies will be available to citizens from the DISD Superintendent's Office.

Dr. Ray E. Braswell
Superintendent

Denton Independent School District

Annual Performance Report

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Annual Performance Report

Introduction

Glossary

for the

Academic Excellence Indicator System

2010-11 Report

Accountability Rating: This refers to the district and campus ratings assigned by the 2011 state accountability system. Districts and campuses are evaluated on performance on the TAKS, commended performance, completion rate, annual dropout rate, and English Language Learners (ELL) progress. Possible ratings are:

- *Exemplary;*
- *Recognized;*
- *Academically Acceptable;*
- *Academically Unacceptable;*
- *Not Rated: Other;* and
- *Not Rated: Data Integrity Issues*.

The above ratings apply to districts (including charter operators) and schools rated under the standard accountability procedures.

Additionally, alternative education accountability (AEA) ratings are issued to campuses and charters registered to be evaluated under AEA procedures. Possible AEA ratings are:

- *AEA: Academically Acceptable;*
- *AEA: Academically Unacceptable;* and
- *AEA: Not Rated – Other*.
- *AEA: Not Rated – Data Integrity Issues*.

For a more detailed explanation of the accountability system, see the *2011 Accountability Manual* available at

http://ritter.tea.state.tx.us/perfreport/account/2011/manual/

Accountability Subset: This refers to the group of non-mobile students whose performance on the TAKS, Commended Performance and the ELL Progress indicator (this includes the TELPAS reading assessment) is used in determining a school's and district's accountability rating. Specifically, the subsets have been calculated as follows:

Campus-level accountability subset: If a student was reported in membership at one campus on October 29, 2010, but moves to another campus before the test, that student's performance was removed from the accountability results for both campuses, whether the campuses were in the same district or different districts. Campuses were held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

District-level accountability subset: If a student was in one district on October 29, 2010, but then moved to another district before the test, that student's performance was taken out of the accountability subset for both districts. However, if the student moved from

campus to campus within the district, his or her performance was included in that district's results, even though it did not count for either campus. This means that district performance results do not match the sum of the campus performance results.

TAKS Participation, included in the AEIS report, shows what percent of a district's or school's test takers are mobile and are not included in the *Accountability Subset*. For additional information and examples of how the accountability subset is determined, see Chapter 2 of the *2011 Accountability Manual*. Also see *Mobile, TAKS Participation,* and *Appendix E*.

Adopted Tax Rate (calendar year 2010) *(District Profile only)***:** This is the locally adopted tax rate set for the 2010 calendar year. The total adopted rate is composed of a maintenance and operation rate (M&O) and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per $100 of taxable value. Taxes based on this rate were to be paid by taxpayers in early 2011. The state value shown for the adopted tax rates is the simple average of all the district rates. *(Source: Texas Comptroller of Public Accounts, July 2011)*

Advanced Course/Dual Enrollment Completion: This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit. Deciding who gets credit for which college course is described in Texas Administrative Code §74.25 which states, in part:

> (b) To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

Appendix C lists all courses identified as advanced, with the exception of courses designated only as dual enrollment. Dual enrollment courses are not shown, as the courses vary from campus to campus and could potentially include a large proportion of all high school courses.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. The values, expressed as a percent, are calculated as follows:

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course in 2009-10}}{\text{number of students in grades 9-12 who completed at least one course in 2009-10}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* for advanced course/dual enrollment completion. For a more detailed explanation of *Gold Performance Acknowledgment,* see Chapter 5 of the *2011 Accountability Manual*.

Special education students are included in the results shown for the campus or district and the individual student groups. For purposes of comparison, course completion rates are also shown for the prior year (2008-09). For a list of advanced courses, see *Appendix C*. *(Source: PEIMS, June 2010, June 2009)*

Advanced Placement Examinations: See *AP/IB Results*.

All Funds: Financial information is broken down by fund type (general fund only and all funds). *All Funds* consists of four fundamental fund groups: General Fund (fund codes 101-199 and 420), Special Revenue Funds (fund codes 200/300/400), Debt Service Funds (fund code 599), and Capital Projects Funds (fund codes 601 and 699). It also includes the Enterprise Fund, and the National School Breakfast and Lunch Program (fund code 701). Within the general fund, fund code 420—Foundation School Program and Other State Aid—is used by charter operators only.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2009-10). For more information on fund codes, see *Appendix B*. *(Source: PEIMS, March 2011)*

Annual Dropout Rate: Three annual dropout rate indicators are shown:

(1) *Annual Dropout Rate (Gr 7-8)*. This includes only grades 7 and 8. This rate is used in determining a campus accountability rating under standard procedures (for campuses that have one or both of those grades) or the district's rating. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2009-10 school year}}{\text{number of grade 7 and 8 students who were in attendance at any time during the 2009-10 school year}}$$

(2) *Annual Dropout Rate (Gr 7-12)*. This includes grades 7 through 12. This rate is used in determining a campus or charter operator accountability rating under AEA procedures (for campuses or charters that have one or more of those grades). It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 through 12 during the 2009-10 school year}}{\text{number of grade 7-12 students who were in attendance at any time during the 2009-10 school year}}$$

(3) *Annual Dropout Rate (Gr 9-12)*. This includes grades 9 through 12. This measure shows the dropout rates for the high school grades. It is a report-only measure and is not used in determining accountability ratings. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2009-10 school year}}{\text{number of grade 9-12 students who were in attendance at any time during the 2009-10 school year}}$$

All three annual rates appear on district, region, and state-level AEIS reports. Reports for secondary campuses evaluated under standard procedures show the grade 7-8 and grade 9-12 rates. Reports for secondary campuses evaluated under AEA procedures show the grade 7-8 and grade 7-12 rates.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay. For a more complete description of dropout rates, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2009-10* reports, available at

http://www.tea.state.tx.us/index4.aspx?id=4080

See also *Dropout* and *Leaver Record*. *(Source: PEIMS, Oct. 2009, Oct. 2010 and June 2010)*

AP/IB Results: These refer to the results of the College Board's Advanced Placement (AP) examinations and the International Baccalaureate's (IB) Diploma Program examinations taken by Texas public school students. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

Three values are calculated for this indicator:

(1) *Tested*. This shows the percent of students in grades 11 and 12 taking at least one AP or IB examination:

$$\frac{\text{number of } 11^{th} \text{ and } 12^{th} \text{ grade students taking at least one AP or IB examination}}{\text{number of non-special education } 11^{th} \text{ and } 12^{th} \text{ grade students}}$$

The denominator of equation (1) does not include 11^{th} and 12^{th} grade students served in special education; however, all students who took at least one AP or IB examination are included in the numerator. The performance of special education students is included in both the numerator and denominator of the other equations.

(2) *Examinees >= Criterion*. The percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of } 11^{th} \text{ and } 12^{th} \text{ graders with at least one score at or above criterion}}{\text{number of } 11^{th} \text{ and } 12^{th} \text{ graders with at least one AP or IB examination}}$$

(3) *Scores >= Criterion*. This shows the percent of scores at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of } 11^{th} \text{ and } 12^{th} \text{ grade AP \& IB examination scores at or above criterion}}{\text{number of } 11^{th} \text{ and } 12^{th} \text{ grade AP \& IB examination scores}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* for participation and performance on AP/IB results (measures (1) and (2) above). For a more detailed explanation of *Gold Performance Acknowledgment,* see the *2011 Accountability Manual*. See also *Criterion Score*. *(Sources: The College Board, Aug. 2010, Jan. 2010; The International Baccalaureate Organization, Aug. 2010, Aug. 2009; and PEIMS, Oct. 2010, Oct. 2009)*

ARD: This refers to the Admission, Review, and Dismissal committee that determines the individual education plan for every student served in special education. See also *Special Education* and *TAKS Participation*.

At-Risk: A student is identified as at risk of dropping out of school based on state-defined criteria (§TEC 29.081.) At-risk status is obtained from the PEIMS 110 records. The percent of at-risk students is calculated as the sum of the students coded as at risk of dropping out of school, divided by the total number of students in membership:

$$\frac{\text{number of students coded as at-risk}}{\text{total number of students}}$$

A column showing at-risk student performance is shown on the district, region, and state reports. While this column is not available on the campus-level reports, counts of at-risk students are shown in the *Profile* section of the campus reports (as well as the district, region, and state reports).

The statutory criteria for at-risk status include each student who is under 21 years of age and who:

1) was not advanced from one grade level to the next for one or more school years;
2) is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4) is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5) is pregnant or is a parent;
6) has been placed in an alternative education program in accordance with §TEC 37.006 during the preceding or current school year;
7) has been expelled in accordance with §TEC 37.007 during the preceding or current school year;
8) is currently on parole, probation, deferred prosecution, or other conditional release;
9) was previously reported through the PEIMS to have dropped out of school;
10) is a student of limited English proficiency, as defined by §TEC 29.052;
11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12) is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments; or
13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

(Sources: PEIMS, Oct. 2010; Texas Education Code, 81st Texas Legislature)

Attendance Rate: Attendance rates reported in AEIS are based on student attendance for the entire school year. Only students in grades 1-12 are included in the calculations. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2009-10}}{\text{total number of days students were in membership in 2009-10}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their attendance rate. For a more detailed explanation of *Gold Performance Acknowledgment,* see the *2011 Accountability Manual*. Attendance rates are shown for 2009-10 and 2008-09. *(Source: PEIMS, June 2010, June 2009)*

Auxiliary Staff *(District Profile only)***:** This shows the Full-Time Equivalent (FTE) count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percent of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked. *(Source: PEIMS, Oct. 2010)*

Average Actual Salaries *(regular duties only)***:** For each professional staff type, the total salary is divided by the total FTE count of staff who receives that salary. The total actual salary amount is pay for regular duties only and does not include supplemental payments for coaching, band and orchestra assignments, and club sponsorships. See *Appendix A* for lists of the PEIMS role IDs included in each category shown.

- *Teachers*. This includes teachers, special duty teachers, and substitute teachers. Substitute teachers are persons hired to replace a teacher who has quit, died, or been terminated; or, persons permanently hired on an as-needed basis.
- *Campus Administration*. This includes principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration*. This includes superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators that are reported with a central office ID and not a specific school ID.
- *Professional Support*. This includes therapists, nurses, librarians, counselors, and other campus professional personnel.

A half-time employee with a reported actual salary of $30,000 has a full-time equivalent salary of $60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. *(Source: PEIMS, Oct. 2010)*

Average Teacher Salary by Years of Experience *(regular duties only)***:** Total pay for teachers within each experience group is divided by the total teacher FTE for the group. The total actual salary amount is pay for regular duties only and does not include supplements. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. *(Source: PEIMS, Oct. 2010)*

Average Years Experience of Teachers: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This

measure refers to the total number of (completed) years of professional experience for the individual in any district. *(Source: PEIMS, Oct. 2010)*

Average Years Experience of Teachers with District: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to tenure, *i.e.,* the number of years employed in the reporting district, whether or not there has been any interruption in service.

Bilingual Education/English as a Second Language Report *(District Performance only)***:** Changes to §TEC 39.051 passed during the 80th Legislative Session (2007) require districts to report performance for selected AEIS indicators disaggregated by bilingual and ESL instructional models. To accommodate this requirement *Section III* was added beginning with the 2008-09 AEIS reports. *Section III* of the AEIS reports shows the statutorily-required performance indicators disaggregated by twelve columns for students identified as LEP in the current school year.

Current LEP students receiving either Bilingual Education (BE) or English as a Second Language (ESL) program services are presented as a total as well as disaggregated by program instructional model within BE and ESL. Results are also shown for current LEP students who did not receive any BE/ESL services and for current LEP students receiving any services.

The indicators shown are: The TAKS 2011 accountability base indicator; the SSI indicators (measures 1 and 2 only), the Progress of Prior Year Failers (percent passing only) and the Progress of English Language Learners. Four columns shown in *Section III* are repeated from *Section I:* State, Region, District, and Total LEP.

Section III is included in district, region, and state AEIS reports. The information is not calculated or reported at the campus level. Two years of data are shown.

For more information on *Section III*, see the sample in *Appendix I*. See also *TAKS, Student Success Initiative, Progress of Prior Year TAKS Failers*, and *English Language Learners Progress Indicator*. For definitions of the BE/ESL instructional model types, see the *PEIMS Data Standards*.

Campus Group: Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that campus on six characteristics. Comparison groups are provided so that schools can compare their performance to that of other schools with whom they are demographically similar. Comparison groups are also used for determining the Comparable Improvement *Gold Performance Acknowledgments*.

The demographic characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically related to performance. They are:

- the percent of African American students enrolled for 2010-11;
- the percent of Hispanic students enrolled for 2010-11;
- the percent of White students enrolled for 2010-11;

- the percent of economically disadvantaged students enrolled for 2010-11;
- the percent of limited English proficient (LEP) students enrolled for 2010-11; and
- the percent of mobile students as determined from 2009-10 cumulative attendance.

All schools are first grouped by type (elementary, middle, secondary, or multi-level). Then the group is determined on the basis of the most predominant features at the target school. For example, assume a high school has 40.5% African American, 20.9% Hispanic, 32.5% White, 35.6% economically disadvantaged, 11.2% limited English proficient, and 21.7% mobile students. Of these features, the most predominant (*i.e.,* the largest) is the percent of African American students, followed by the percent of economically disadvantaged students, the percent of White students, the percent of mobile students, the percent of Hispanic students, and finally, the percent of limited English proficient students. The following steps illustrate the group identification process:

Step 1: 100 secondary campuses having percentages closest to 40.5% African American are identified;

Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of 35.6% economically disadvantaged;

Step 3: 10 of the remaining 90 schools that are most distant from 32.5% White students are eliminated;

Step 4: 10 of the remaining 80 schools that are most distant from 21.7% mobile students are eliminated;

Step 5: 10 of the remaining 70 schools that are most distant from 20.9% Hispanic students are eliminated;

Step 6: 10 of the remaining 60 schools that are most distant from 11.2% limited English proficient students are eliminated; and

Step 7: 10 of the remaining 50 schools that are most distant from 20.9% Hispanic students and/or 32.5% White students are eliminated. (This last reduction step is based on the least predominant characteristics among the four student groups evaluated in the accountability system: African American, Hispanic, White, and economically disadvantaged.)

The final group size is 40 schools. This methodology creates a unique comparison group for every campus. Please note the following:

- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation.
- Schools rated under the Alternative Education Accountability (AEA) procedures do not have a campus group.
- Schools shown as *Not Rated: Other* do not have a campus group.
- Districts are not grouped.

In the *Performance* section of a campus AEIS report, the value given in the Campus Group column is the *median* of the values from the 40-school group for that campus. (The *median* is defined as that point in the distribution of values, above and below which one-half of the values fall.) In the *Profile* section of the report, the value given in the Campus Group column is the average value. If a report contains question marks (?) in the Campus Group column, this means there were too few schools in the comparison group (specifically, fewer than 25 schools) to have confidence in the *median* values. Such small numbers are considered too unstable to provide an adequate comparison group value.

See *Comparable Improvement* and *Vertical Scale Growth*.

Campus #: The campus number is the unique 9-digit identifying number assigned to every Texas public school. It consists of the county number (assigned alphabetically from 001 to 254), followed by the district number (9_ _ is used primarily for regular districts, 8_ _ for charter operators), and ending with the campus number (generally 00_ for high schools, 04_ for middle schools, and 1_ _ for elementary schools).

Class Size Averages by Grade and Subject: These values show the average class size for elementary classes (by grade) and for secondary classes (by subject) for selected subjects. But beginning with the 2010-11 PEIMS data collection, districts now report actual class sizes through the PEIMS 090 (Staff Responsibility) record. Each 090 record is now unique by campus ID, staff ID, service ID, and class ID number.

The methodology for averaging class size differs depending on whether the class is elementary or secondary due to differences in reporting practices for these two types of teacher schedules. For secondary classes, each unique combination of teacher and class time is counted as a class. Averages are determined by summing the number of students served (in a given subject at the campus) and dividing by the calculated count of classes.

For elementary classes, the number of records reported for each grade is considered. A teacher teaching all subjects to the same group of fourth graders all day will have only one record indicating the total number of fourth grade students served. However, an elementary teacher who teaches a single subject to five different sections of fourth graders each day will have five separate records reported, each with a unique count of students served. For example, one 4th grade science teacher teaches 5 science classes each day with: 18, 20, 19, 21, and 22 students in the different classes. That is a total of 100 students taught in 5 sections, 100 divided by 5 gives an average class size of 20 for that teacher.

The following rules apply to the average class sizes:

1) classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation;

2) subjects in the areas of English language arts, mathematics, science, social studies, foreign language, computer science, business education, career and technical, and self-contained are included in the calculation;

3) classes where the number of students served is reported to be zero are not included;

4) service codes with the "SR" prefix are not included;

5) teacher roles coded as “teacher” and/or “substitute teacher” are included;

6) only class settings coded as "regular class" are included in the calculation;

7) missing partial FTE counts are not included;

8) elementary classes where the number of students exceeds 100 are not included.

College Admissions Tests: See *SAT/ACT Results*.

College Readiness Indicators: These indicators are grouped together to help provide a picture of college preparedness at a given high school or for a specific district. They can be used by educators as they work to ensure that students are able to perform college-level course work at institutions of higher education.

The indicators include:

- Advanced Course/Dual Enrollment Completion;
- Recommended High School Program/Distinguished Achievement Program Graduates;
- AP/IB Results;
- Texas Success Initiative (TSI) Higher Education Readiness Component;
- SAT/ACT Results; and
- College-Ready Graduates.

College-Ready Graduates: To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. The criteria for each are:

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA test AND a "3" or higher on essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Math	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

Three values are calculated for this indicator:

(1) *Eng Lang Arts*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT English language arts tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for ELA}}{\text{number of graduates (class of 2010) with ELA results to evaluate}}$$

(2) *Mathematics*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for mathematics}}{\text{number of graduates (class of 2010) with mathematics results to evaluate}}$$

(3) *Both Subjects*. This shows the percent of graduates who scored at or above the criterion score on *both* the TAKS, SAT, or ACT ELA and mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criteria on } \textit{both} \text{ ELA \& mathematics}}{\text{number of graduates (class of 2010) with results in both subjects to evaluate}}$$

This indicator differs from the TSI – Higher Education Readiness Component, in several ways:

- it includes performance on the SAT and ACT;
- it is based on prior year graduates rather than current year 11th graders;
- it provides an overall measure of both subjects combined; and
- performance is tied to the campus and district where the student graduated, while the TSI indicator uses the campus and district where the TAKS tests were administered.

Performance on the exit-level TAKS includes performance on TAKS (Accommodated). Neither TAKS-Modified nor TAKS-Alternate performance is included in this indicator.

Schools and districts may qualify for *Gold Performance Acknowledgment* for performance on the College-Ready Graduates indicator (measure 3 above). For a more detailed explanation of *Gold Performance Acknowledgment,* see Chapter 5 of the *2011 Accountability Manual. (Sources: TEA Student Assessment Division, The College Board, Aug. 2010, Aug. 2011, ACT, Inc. Oct. 2010, Oct. 2009; and PEIMS, Oct. 2010, Oct. 2009)*

Commended Performance: See *TAKS Commended Performance*.

Community Services (2009-10) *(District Profile only)***:** Expenditures for activities or purposes other than regular public education. These are activities relating to the whole community, such as the operation of a school library, swimming pool, and playgrounds for the public (objects 6100-6400, function 61). Community Services expenditures are shown as a stand-alone amount and are not included in total operating expenditures.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B. (Source: PEIMS, March 2011)*

Comparable Improvement *(Campus-level only)***:** Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS mathematics and reading tests has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school. Since last year (2009-10) a vertical scale for reading and mathematics in grades 3-8 has been used to determine CI. Because vertical scales are not available for tests in the high school grades, CI can only be calculated on schools with grades 4, 5, 6, 7, and/or 8.

CI is calculated separately for reading and mathematics, based on individual student vertical scale growth (VSG) values. VSG is defined as a student's vertical scale score in Year 2 minus the student's vertical scale score in Year 1. An average VSG value for each campus is determined by summing the student-level VSG values to the campus level and dividing by the number of students. The campus average VSG value is rounded to a whole number. The average VSG values for the 40 member group are rank ordered. Schools in

the first quartile (*i.e.* top 10 schools of the 40 in their campus group), receive *Gold Performance Acknowledgment* for CI. Comparable Improvement reports are available at:

http://ritter.tea.state.tx.us/perfreport/ci/2011/index.html

Schools that receive a *Not Rated: Other* accountability rating and schools rated under the Alternative Education Accountability (AEA) procedures do not have a campus group and are not eligible for Comparable Improvement.

Although high schools do not have Comparable Improvement reports, they do have a Comparison Group. See Chapter 5 of the *2011 Accountability Manual* for an explanation of *Gold Performance Acknowledgments*. For an explanation of the Vertical Scale Growth, see *Appendix E* of the *2011 Accountability Manual*. See also *Campus Group, Vertical Scale Growth,* and *Appendix D*.

Completion Rate: This indicator shows the status of a group (cohort) of students after four years in high school (*4-Year Completion Rate*) or after five years in high school (*5-Year Extended Completion Rate*).

For the *4-Year Completion Rate,* the cohort consists of students who first attended ninth grade in 2006-07. They are followed through their expected graduation with the class of 2010.

For the *5-Year Extended Completion Rate,* the cohort consists of students who first attended ninth grade in 2005-06. They are followed for five years, to see if they graduated within a year after their expected graduation with the class of 2009.

Cohorts:

- A student who *transfers into the cohort* is one who, for example, moves into the cohort from another high school in Texas or from out of state.
- A student who *transfers out of the cohort* is one who, for example, moves to another public high school in Texas; note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked, and students who leave for these reasons are not included in completion rate calculations.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 2006-07 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2006-07, but takes 5 years to graduate (*i.e.,* in May 2011) is still part of the class of 2010 cohort; they are not switched to the class of 2011 cohort. This student would be considered a continuing student, and counted as part of the *Continued HS* number for the class of 2010. This is true as well for the 5-year extended completion cohorts.

Other important information:

- Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.

- Beginning with the 2011 accountability cycle, the methodology for calculating completion rates has been expanded. The expanded methodology creates completion rates for campuses with grade 9 and either grade 11 or 12 in both year 1 (2006-07) and year 5 (2010-11); or, campuses with grade 12 in both year 1 and year 5. High schools that do not meet these requirements are not evaluated on this indicator in 2011.

There are four student outcomes used in computing each longitudinal rate:

4-Year Completion Rate

(1) *Graduated*. Based on the 2006-07 cohort, this shows the percent who received their high school diploma on time or earlier — by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2010}}{\text{number of students in the 2006-07 cohort*}}$$

(2) *Received GED*. Based on the 2006-07 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2010}}{\text{number of students in the 2006-07 cohort*}}$$

(3) *Continued High School*. Based on the 2006-07 cohort, this shows the percentage still enrolled as students in the fall of the 2010-11 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2010-11 school year}}{\text{number of students in the 2006-07 cohort*}}$$

(4) *Dropped Out (4-yr)*. Based on the 2006-07 cohort, this shows the percentage who dropped out and did not return by the fall of the 2010-11 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2010-11 school year}}{\text{number of students in the 2006-07 cohort*}}$$

5-Year Extended Completion Rate

(1) *Graduated*. Based on the 2005-06 cohort, this shows the percent who received their high school diploma by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2010}}{\text{number of students in the 2005-06 cohort*}}$$

(2) *Received GED*. Based on the 2005-06 cohort, this shows the percentage who received a GED certificate by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2010}}{\text{number of students in the 2005-06 cohort*}}$$

(3) *Continued High School*. Based on the 2005-06 cohort, this shows the percentage still enrolled as students in the fall of the 2010-11 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2010-11 school year}}{\text{number of students in the 2005-06 cohort*}}$$

(4) *Dropped Out (5-yr)*. Based on the 2005-06 cohort, this shows the percentage who dropped out and did not return by the fall of the 2010-11 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2010-11 school year}}{\text{number of students in the 2005-06 cohort*}}$$

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, or 87.

The four outcomes for each rate sum to 100% (some totals may not equal exactly 100% due to rounding).

In addition to the detailed breakdown of the 4-year and 5-year longitudinal rates, the 2010-11 AEIS reports show the two completion rates that are used as accountability indicators, Completion Rate I and Completion Rate II. On the campus reports only the completion rate that is evaluated for state accountability ratings is shown. For campuses rated under AEA procedures, Completion Rate II is shown; for campuses rated under standard procedures, Completion Rate I is shown.

(1) *Completion Rate II (Graduates, Continuers, and GED)*. This 4-year rate sums together the percent of students in the 2006-07 cohort who received their high school diplomas by August 31, 2010, those who received GEDs by August 31, 2010, and those who were still enrolled as high school students for the 2010-11 school year. This rate is used for determining the alternative education accountability ratings.

(2) *Completion Rate I (Graduates and Continuers)*. This 4-year rate sums together the percent of students in the 2006-07 cohort who received their high school diplomas by August 31, 2010 and those who were still enrolled as high school students for the 2010-11 school year. This rate is used for determining the standard accountability ratings.

Completion rates for districts serving Texas Youth Commission or Texas Juvenile Probation Commission facilities do not include students from the facilities unless the students have been attributed to regular campuses in the district of service through *campus of accountability* procedures.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2009-10. (Sources: PEIMS, Oct. 2010, June 2010, Oct. 2009, June 2009, Oct. 2008, June 2008, Oct. 2007, June 2007, Oct. 2006, June 2006, Oct. 2005, June 2005, June 2004, June 2003, June 2002, June 2001, and General Educational Development Information File)*

Criterion Score: This refers to the scores on the SAT and ACT college admissions tests, the AP and IB tests, and the College-Ready Graduates indicator. For the college admissions tests, the criterion scores are at least 24 on the ACT (composite) and at least 1110 on the

SAT (critical reading and mathematics combined). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. For College-Ready Graduates criterion scores, see College-Ready Graduates.

Please note that each college and university establishes its own score criteria for admitting or granting advanced placement or credit to individual students. See also *SAT/ACT Results* and *AP/IB Results*.

Data Quality *(District Profile only)***:** The AEIS reports show the percent of errors a district made in two key data submissions: 1) the PID Error rate in PEIMS Student Data, and 2) the percent of Underreported Students in PEIMS Student Leaver Data.

(1) *PID Error Rate*. The Person Identification Database (PID) system ensures that each time information is collected for a student the identifying information matches other data collections for that student. This allows student data to be linked, such as enrollment records, which are collected in October, to attendance records, which are collected in June; or data to be matched across years. It also helps maintain student confidentiality by assigning an ID that does not divulge the student's identifying information.

During the data submission process each district has the ability to run PID Discrepancy Reports that show any PID errors found. The district then has time to correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years, any amount of error has a detrimental effect on the calculation of longitudinal measures such as the 4-year dropout rate and the high school completion rate. The AEIS reports show the PID error rate in PEIMS Student Data, collected in Submission 1 *(October 2010)*.

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2010)}}{\text{number of student records in PEIMS submission 1 (fall 2010)}}$$

(2) *Percent of Underreported Students*. Underreported students are 7^{th}-12^{th} graders who were enrolled at any time the prior year and who were not accounted for through district records or TEA processing in the current year. A district is required to submit a leaver record for any student served in grades 7-12 the previous year, unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window (for 2010-11 the end of the school-start window was September 24, 2010). For students who attended in 2009-10, there were 14 possible leaver reasons, including: graduated, died, or dropped out. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of grade 7-12 students who were served in the district in the 2009-10 school year}}$$

Under the accountability rating system, there are rating consequences for districts that exceed certain thresholds for this measure. For 2011, in order to receive a rating of

Exemplary or *Recognized,* a district's percent and number of underreported students could not exceed 3.0% or 150, respectively.

Distinguished Achievement Program: See *RHSP/DAP Graduates*.

Dropout: A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a GED, continue school outside the public school system, begin college, or die.

Dropout counts are obtained from PEIMS records. Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students through the submission of leaver reasons. The leaver record provides 14 possible reasons for leaving school in 2009-10, including one which indicates the student is a dropout (reason code 98). For more information, see *Annual Dropout Rate. (Source: PEIMS, Oct. 2010)*

Dropout Rate: See *Annual Dropout Rate*.

Economically Disadvantaged: The percent of economically disadvantaged students is calculated as the sum of the students coded as eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students:

$$\frac{\text{number of students coded as eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

See also *Campus Group* and *Total Students*. *(Source: PEIMS, Oct. 2010, Oct. 2009; and TEA Student Assessment Division*)

Educational Aides: Educational aides are staff who are reported with a role of 033 (Educational Aide), 036 (Certified Interpreter), or 037 (Non-Certified Interpreter). These aides are referred to as paraprofessional staff. The FTE counts of educational aides are expressed as a percent of the total staff FTE. *(Source: PEIMS, Oct. 2010)*

English Language Learners Progress Indicator: The ELL Progress Indicator evaluates the progress of English language learners in becoming proficient readers of English, based on their performance on either the TAKS reading test or the reading component of Texas English Language Proficiency Assessment System (TELPAS). This is a new indicator in the accountability system.

It is calculated as follows:

$$\frac{\text{All current or monitored LEP students in grades 3-11 who met the TAKS reading/ELA standard or met the criteria on the TELPAS reading component}}{\text{All current or monitored LEP students in grades 3-11 who took the TAKS reading/ELA test or the TELPAS reading component}}$$

Other information:

- *Grades tested*. Although the TELPAS is administered to students in grades K-12, only those tested in grades 3 through 11 are included in the calculation
- *Tests included*. Results from the English-version reading TAKS (including TAKS (Accommodated) and TAKS-M) and the TELPAS are included in the calculation.

TAKS-Alt results are not included, even if the TAKS-Alt students also take the reading component of TELPAS.

- *Years in U.S. Schools*. Only students in at least their second year in U.S. schools are included.

See *Appendix H* for more information on the methodology for this indicator, including specifics about the TELPAS criteria used, the accountability subset rules, and other details. Also see the *ELL Frequently Asked Question* document at:

http://ritter.tea.state.tx.us/perfreport/ell_faq.html

For information regarding the appropriate testing of LEP students, refer to the *District and Campus Coordinator Manual,* available at

http://www.tea.state.tx.us/student.assessment/manuals/dccm/

(Source: TEA Student Assessment Division)

Enrollment: See *Total Students*.

Equity Transfers (2009-10) *(District Profile only)***:** The amount "excluded from revenues" is the expenditures reported by districts for reducing their property wealth to the required equalized wealth level (function 91). The amount "excluded from expenditures" is the expenditures reported by districts for the cost of reducing their property wealth to the required equalized wealth level (function 91).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B*. *(Source: PEIMS, March 2011)*

Ethnic Distribution: For the 2010-11 AEIS reports, the new federal definitions for the collection of ethnicity and race are used. Students and staff are now reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. In the *Profile* section, both counts and percentages of the total number of students and staff in each of these categories are shown.

For some performance measures—TAKS (Accountability Indicator), Attendance, Annual Dropout Rate, Advanced Course/Dual Enrollment, RHSP/DAP Graduates, AP/IB, ACT/SAT, and College-Ready Graduates—the groups of Asian, Pacific Islander, and Two or More Races have no data available for the prior school year since the former definitions were in use that year. Missing information is noted as "n/a" for *Not Available*. The Completion Rate and TAKS Exit-level measures show "n/a" for both current and prior years for these groups because these measures use the former definitions for both years.

(Source: PEIMS, Oct. 2010, Oct. 2009; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

FTE: Full-Time Equivalent.

Fund Balance Information *(District Profile only)***:** The amount of undesignated, unreserved fund balance that existed at the end of the 2009-10 school year is reported for each district.

The unreserved fund balance is not legally restricted and has two components: designated and undesignated. The designated component requires local board action to earmark the balance for bona fide purposes that will be fulfilled within a reasonable period of time. The undesignated component is available to finance monthly operating expenditures.

The amount reported in the AEIS report is the undesignated component, calculated as the difference between the total unreserved fund balance and the designated unreserved fund balance. This balance amount is expressed as a percent of the total budgeted expenditures (for the general fund) for the current year (2010-11) as specified in statute.

A district can have a negative, undesignated, unreserved fund balance when the district's reserved fund balance is greater than the district's total fund balance.

Note that while other finance items are now reported as actual, fund balance information is still expressed as a percent of total *budgeted* expenditures for the current year as required in statute. *(Source: Financial Audit Report, Jan. 2011)*

General Fund: This is a governmental fund used for operations of on-going organizations and activities. The amounts reported in this fund classification are reported separately from *All Funds*. General fund reporting includes fund codes 101-199, 266 and 420. Fund 420, Foundation School Program and Other State Aid, is included in the general fund for charter schools only. Fund 266, State Fiscal Stabilization Fund (beginning fiscal year 2008/2009), is also included in the general fund and is federally funded by the American Recovery and Reinvestment Act of 2009.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B*. *(Source: PEIMS, March 2011)*

Gold Performance Acknowledgment: The *Gold Performance Acknowledgment* (GPA) system acknowledges districts and campuses for high performance on indicators other than those used to determine accountability ratings. Charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) procedures are also eligible to earn GPAs. Acknowledgment is awarded for high performance on:

- Advanced Course/Dual Enrollment Completion
- AP/IB Examination Results
- Attendance Rate
- College-Ready Graduates
- Commended Performance on TAKS: Reading/English Language Arts
- Commended Performance on TAKS: Mathematics
- Commended Performance on TAKS: Writing
- Commended Performance on TAKS: Science
- Commended Performance on TAKS: Social Studies
- Comparable Improvement: Reading *(campus only)**

- Comparable Improvement: Mathematics *(campus only)**
- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- TSI – Higher Education Readiness Component: English Language Arts
- TSI – Higher Education Readiness Component: Mathematics

* Comparable Improvement GPA is not applicable for campuses evaluated under AEA procedures.

Schools and districts receive one of three possible categories for each indicator. *Acknowledged* signifies they met the *Gold Performance* standard for the indicator; *Does Not Qualify* signifies that they were evaluated but did not meet the standard for the indicator or that the school or district was *Academically Unacceptable* or *AEA: Academically Unacceptable; Not Applicable* signifies there were no data to be evaluated for the indicator, usually due to the grades served by the district or campus. Schools or districts labeled *Not Rated* are not evaluated for *Gold Performance Acknowledgment* and are noted as *Not Applicable*.

Any GPAs earned by a district or campus are listed on the cover page of the AEIS reports, following the Accountability Rating. Refer to Chapters 5 and 13 in the *2011 Accountability Manual* for detailed information on the standards for *Gold Performance Acknowledgment*.

See also *Advanced Course/Dual Enrollment Completion, AP/IB Results, Attendance Rate, College-Ready Graduates, Comparable Improvement, RHSP/DAP Graduates, SAT/ACT Results, Texas Success Initiative,* and *TAKS*.

Graduates (Class of 2010): Shown in the *Profile* section, this is the total number of graduates (including summer graduates) for the 2009-10 school year, as reported by districts in the fall of 2010. The value includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals, and are also reported as a separate group. Special education graduates are students who graduated with a special education graduation type code or who received special education services their entire senior year (as determined by attendance data). Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2010 could be coded with one of the following graduation types:

- Minimum High School Program
- Recommended High School Program
- Distinguished Achievement Program
- Special Education student completing an individualized education program (IEP)

Counts of graduates are calculated slightly differently for three graduation-related indicators on the *Performance* section of the AEIS report:

- SAT/ACT results do not indicate whether the examinee is served in special education; therefore, there is no way to know if a student taking the SAT or ACT is served in special education. However, because relatively fewer students served in special education take college admissions tests, only non-special education graduates are included in the denominator.
- The *RHSP/DAP* (Recommended High School Program/Distinguished Achievement Program) indicator as well as the *College-Ready Graduates* indicator include all graduates, special education and non-special education, in both the numerator and denominator.

See also *College-Ready Graduates, Completion Rate,* and *RHSP/DAP Graduates*. *(Source: PEIMS, Oct. 2010)*

Instructional Expenditure Ratio (2009-10) *(District Profile only)***:** This measure, required by TEC 44.0071, indicates the percentage of the district's total actual expenditures for the 2009-10 fiscal year that were used to fund direct instructional activities. The instructional expenditure ratio is a district-level only measure, and is calculated as follows:

$$\frac{\text{expenditures reported in function codes 11, 12, 13, 31 and object codes 6112 through 6499}}{\text{expenditures reported in function codes 11-52, 92,and 95 and object codes 6112 through 6499}}$$

Contact the School Financial Audits Division at (512) 463-9095 for further details on this measure. See *Appendix B* for function and expenditure code labels. *(Source: PEIMS, March 2011)*

Instructional Staff Percent *(District Profile only)***:** This measure, required by TEC 44.0071, indicates the percentage of the district's full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2010-11 school year. The instructional staff percent is a district-level-only measure, and is calculated as follows:

$$\frac{\text{total number of hours district staff reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the School Financial Audits Division at (512) 463-9095 for further details about this measure. *(Source: PEIMS, Oct. 2010)*

International Baccalaureate (IB): See *AP/IB Results*.

Leaver Record: In determining the status of prior year 7th through 12th grade students who are no longer enrolled at a Texas public school, TEA reviews attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records. Districts, for their part, are required to submit a leaver code for all other students. This group of "leavers" includes students such as those who graduated, enrolled in school in another state, returned to their home country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

See *Data Quality*. *(Source: PEIMS, Oct. 2010; Secondary School Completion and Dropouts in Texas Public Schools, 2009-10, Texas Education Agency)*

Limited English Proficient (LEP): These are students identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all students identified as LEP receive bilingual or English as a second language instruction, although most do. In the *Profile* section of the reports, the percent of LEP students is calculated by dividing the number of LEP students by the total number of students in the school or district.

The LEP column in the *Performance* section shows the performance of students identified as LEP in the current year only; students who are no longer considered limited English proficient are not included in this column.

Section III of the district, region, and state reports shows the performance of LEP students in greater detail. See *Bilingual Education/English as a Second Language Report* and *Appendix I*. See also *Campus Group* and *TAKS Participation*. *(Source: PEIMS, Oct. 2010)*

Met Standard: See *TAKS Met 2011 Standard*.

Mobile: This measure, which is part of the *TAKS Participation* section of the AEIS, indicates the percent of student test results not included in the accountability system because the students move to a different school or district between the fall and spring.

Note that this measure is different from *Mobility,* which is defined below. See also *Accountability Subset*.

Mobility *(Campus Profile only)***:** A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (*i.e.*, has missed six or more weeks at a particular school).

$$\frac{\text{number of mobile students in 2009-10}}{\text{number of students who were in membership at any time during the 2009-10 school year}}$$

This rate is calculated at the campus level. The mobility rate shown in the *Profile* section of campus reports under the "district" column is based on the count of mobile students identified at the campus level. That is, the district mobility rate reflects school-to-school mobility, within the same district or from outside the district. See also *Campus Group*. *(Source: PEIMS, June 2010)*

n/a: This indicates that data are not available or are not applicable.

Number of Students per Teacher: This shows the total number of students divided by the total teacher FTE count. *(Source: PEIMS, Oct. 2010)*

Paired Schools: For accountability purposes, schools that reported enrollment but did not have grades in which the state-mandated test was given (*e.g.* K-2 schools), are paired with schools with which they have a "feeder" relationship to determine accountability ratings. For example, assuming Travis Primary (K-2) feeds students into Navarro Elementary (3-5), the district would pair these two schools for accountability purposes. This means that the TAKS performance of Navarro Elementary is also used for rating Travis Primary and is reported on the AEIS report for Travis Primary. See Chapter 6 in the *2011 Accountability Manual*.

PBM Special Education Monitoring Results Status: This label appears on the cover of AEIS reports for districts with a special education monitoring status. For an explanation of each label, see *Appendix G*.

Performance of Mobile Students *(State Performance only)***:** This additional report shows the aggregate state-level performance of students who were excluded from the district accountability subset due to mobility across districts between October and the time of testing. It is calculated for each TAKS subject as:

$$\frac{\text{number of mobile students who passed each test}}{\text{number of mobile students tested}}$$

These results are shown at http://ritter.tea.state.tx.us/perfreport/aeis/2011/state.html. Scroll down to *Performance of Mobile Students* (past the TAKS indicators) and click on the link.

The report shows performance by subject summed across all grades tested. For purposes of comparison, *Performance of Mobile Students* is shown for 2011 and 2010. Both years use the new definitions for race and ethnicity.

This indicator is not available at the region, district, or campus level. See also *Mobile*. *(Source: TEA Student Assessment Division)*

Professional Staff: This is a full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and, on the district profile, central administrators. Staff are grouped according to the PEIMS roles reported. Each type of professional staff is shown as a percentage of the total staff FTE. See also *Appendix A*. *(Source: PEIMS, Oct. 2010)*

Progress of Prior Year TAKS Failers: This indicator provides two measures that show the progress of students who failed the reading/ELA portion or the mathematics portion of the TAKS in the prior year.

(1) *Percent of Failers Passing TAKS (Sum of Grades 4 – 11)*. Of the students who failed the TAKS, including TAKS (Accommodated) and TAKS-Modified, in the prior year, this measure shows the percent that passed the corresponding assessment in the current year.

For 2011, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2010 but passed in 2011}}{\text{number of matched students who failed in 2010}}$$

(2) *Average Vertical Scale Growth (VSG) (Sum of Grades 4 – 8)*. For students who failed the TAKS in the prior year, this measure shows their average growth (or change) between the prior year and current year, based on the average *Vertical Scale Growth*.

For 2011, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{sum of individual student VSG values for students who failed in 2010}}{\text{total number of students with VSG values who failed in 2010}}$$

For 2011, students included in these measures are those who:

- took the spring 2011 TAKS reading/ELA and/or mathematics tests in grades 4-11. Progress is not calculated for grade 3 test takers since that is their first TAKS test;
- are part of the 2011 Accountability Subset;
- can be matched to the spring 2010 TAKS administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics;
- failed the 2010 TAKS administration of reading/ELA and/or mathematics.

Reports for both these measures *by grade* are available for each district and campus on the internet, within the AEIS report that appears on the Division of Performance Reporting's website. To view these reports, access the HTML version of a campus or district report from the AEIS site (http://ritter.tea.state.tx.us/perfreport/aeis/2011/). The link below *Progress of Prior Year TAKS Failers* produces a separate report that provides the progress of prior year failers by grade. This indicator is also available in *Section III* of the reports. See also *Vertical Scale Growth* in this *Glossary*. For a more complete explanation of the *Vertical Scale Growth,* see *Appendix E* in the *2011 Accountability Manual*. *(Source: TEA Student Assessment Division)*

Note: During the reprocessing of 2010 TAKS data—which was done to conform to test versions and ethnicities for 2011—an error was noted in the 2010 Progress of Prior Year TAKS Failer analyses that were reported on the 2009-10 AEIS reports. This was specifically related to the inappropriate use of vertical scale adjustments due to changes in the vertical scale between 2009 and 2010. With the release of the 2010-11 AEIS, all 2010 Progress of Prior Year TAKS Failer datasets have been recreated, including the median data and the download datasets associated with this indicator. Further, the 2009-10 AEIS reports which were published in December 2010 have been updated to reflect the changed data for this indicator.

Recommended High School Program: See *RHSP/DAP Graduates*.

Retention Rates by Grade: The retention rate, reported in the *Profile* section, shows the percent of students in Texas public schools who enrolled in the fall of 2010-11 in the same grade as their grade in the last reported six-week period of the prior year (2009-10). It is calculated as follows:

$$\frac{\text{total students not advanced to the next grade}}{\text{total students advanced to the next grade + total students not advanced to the next grade}}$$

Special education retention rates are calculated and reported separately from the rates of non-special education students because local retention practices differ greatly between these two populations of students.

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2009-10,* available from TEA. *(Source: PEIMS, Oct. 2010, June 2010)*

RHSP/DAP Graduates: This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. It is calculated as follows:

$$\frac{\text{number of graduates reported with graduation codes for } \textit{Recommended High School Program} \text{ or } \textit{Distinguished Achievement Program}}{\text{number of graduates}}$$

RHSP graduates are students with type codes of 15, 19, 22, 25 or 28; DAP graduates are students with type codes of 17, 20, 23, 26 or 29. See the *PEIMS Data Standards* for more information.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their RHSP/DAP rate. For a more detailed explanation of *Gold Performance Acknowledgment,* see the *2011 Accountability Manual*. See also *Graduates*. *(Source: PEIMS, Oct. 2010, Oct. 2009)*

SAT/ACT Results: These include the College Board's SAT and ACT, Inc.'s ACT Assessment. Both testing companies annually provide the agency with testing information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.

Three values are calculated for this indicator:

(1) *Tested*. This shows the percent of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of non-special education graduates}}$$

Note that "graduates" in the denominator of equation (1) does not include special education graduates; however, special education graduates who took either the SAT or ACT are included in the numerator. The performance of special education students is included in both the numerator and denominator of the other equations. (See *Graduates*.)

(2) *At/Above Criterion*. This shows the percent of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\text{number of examinees who scored at or above criterion}}{\text{number of examinees}}$$

(3) *Average Score*. This shows the average score for the SAT critical reading and mathematics combined and the average score for the ACT composite, calculated as follows:

$$\frac{\text{total score (mathematics plus critical reading) for all students who took the SAT}}{\text{number of students who took the SAT}}$$

and

$$\frac{\text{total composite score for all students who took the ACT}}{\text{number of students who took the ACT}}$$

Despite the addition of the *writing* portion of the SAT, the criterion score continues to be based on mathematics and critical reading only.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their SAT/ACT performance and participation. For a more detailed explanation of *Gold Performance Acknowledgment,* see the *2011 Accountability Manual*. See also *Criterion Score. (Sources: The College Board, Aug. 2010, Jan. 2010; ACT, Inc. (ACT) Oct. 2010, Oct. 2009; and PEIMS, Oct. 2010, Oct. 2009)*

School Type: For purposes of creating the Campus Groups, schools are placed into one of four classifications based on the lowest and highest grades in which students are enrolled at the school (*i.e.* in membership): *elementary, middle* (including junior high school), *secondary,* and both *elementary/secondary* (K-12). Generally speaking, elementary schools are PK-5 or PK-6, middle schools are 6-8, and secondary schools are 9-12. Schools with grade spans that do not exactly match these are grouped with the school type most similar to their grade span. For exact details on the low and high grade combinations included with each type see the "2011 School Types Chart" at:

http://ritter.tea.state.tx.us/perfreport/account/2011/schtype_chart.html

Section III: Bilingual Education/English as a Second Language Report *(district only):* See *Bilingual Education/English as a Second Language Report*.

Special Education: This refers to the population served by programs for students with disabilities. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. In the 2010-11 school year, a student in special education may have been administered the TAKS, TAKS (Accommodated), TAKS-Modified, or TAKS-Alternate. Results from all these assessments are included in the TAKS performance shown on the AEIS reports. Campus and district-level performance results of the TAKS-Modified and TAKS-Alternate assessments are also shown separately on the AEIS reports.

Other indicators that include the performance of students in special education are: advanced course/dual enrollment completion, attendance rate, annual dropout rates, college-ready graduates, completion rates, RHSP/DAP, TAKS exit-level cumulative pass rate, and the Texas Success Initiative. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates are shown separately for special education and non-special education students. See *TAKS Special Education Assessments* and *TAKS Participation. (Source: PEIMS, Oct. 2010, Oct. 2009, and TEA Student Assessment Division)*

Special Education Compliance Status: See *PBM Special Education Monitoring Results Status*.

Staff Exclusions: These are counts of individuals who serve public school students, but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* work in schools located in districts other than their employing district, or their assigned organization (in PEIMS) shows a code of 751, indicating that

they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Source: PEIMS, Oct. 2010)*

Standardized Local Tax Base (comptroller valuation) *(District Profile only)***:** The Comptroller conducts a study each year that uniformly evaluates the property values within school district boundaries. Locally assessed values may vary from the Comptroller's study values. The values certified by the Comptroller's Property Tax Division (Comptroller Valuation) are standardized in that they are deemed to be comparable across the state. Note that the values shown are final for tax year 2010. This is not the property value used for school funding calculations.

- *Value (after exemptions)*. This refers to the market value of all property in a district, minus certain exemptions and deductions. The value after exemptions reflects deductions for the state-mandated homestead exemptions, the disabled veterans' exemptions, the school tax ceiling for homeowners over age 65 or disabled, and other state-mandated exemptions.
- *Value per Pupil*. This refers to school district property value, or Standardized Local Tax Base, divided by the total number of students. This per pupil figure is one definition of "wealth." Note that the values shown are final for tax year 2010. At the state level, the per pupil amount is created by dividing by the total number of students in districts with property value. Some districts do not have property value; their students are not included.
- *Value by Category*. This shows aggregates of individual property tax categories expressed as a percent of the Comptroller's property value *before* the exemptions are applied. Thus, the sum of the category values will exceed the value used for per pupil calculations. Note that the values shown are final for tax year 2010.
  - Business –
    - real property: commercial and industrial;
    - real and tangible personal property: utilities; and
    - personal property: commercial and industrial.
  - Residential – real property: single-family, residential; multifamily, residential; and inventory.
  - Land – real property: vacant lots and tracts; acreage at market value, and farm and ranch improvements; acreage at productivity value.
  - Oil and Gas – real property: oil, gas, and other minerals.
  - Other – tangible personal property: other; and intangible personal property.

(Source: Texas Comptroller of Public Accounts, July 2011)

Student Enrollment by Program: Students are identified as served in programs and/or courses for Special Education, Career and Technical Education, Bilingual/ESL Education, or Gifted and Talented Education. The percentages do not sum to 100, as a student may be enrolled in more than one of these programs. *(Source: PEIMS, Oct. 2010)*

Student Success Initiative (SSI): For the 2010-11 school year, students in 5th grade needed to pass both the reading and mathematics portions of the TAKS in order to be promoted to 6th grade, and students in 8th grade needed to pass both the reading and mathematics portions of the TAKS in order to be promoted to 9th grade. Students were given three opportunities to pass each required test. In addition to promotion based on passing the test, some students were promoted based on the recommendation of their grade placement committee (GPC). The committee members needed to agree that the student was likely to perform on grade level after receiving accelerated instruction. The AEIS report shows four measures for each SSI grade and subject:

(1) *Students Requiring Accelerated Instruction*. For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the test during the first administration must be provided accelerated instruction in preparation for the second administration:

$$\frac{\text{number of eligible students who did not meet the standard in the first administration}}{\text{number of eligible students in the first administration}}$$

The number of eligible students is calculated from the test answer documents and includes all students who were tested, students who should have been tested but were absent, and students who were not tested for other reasons. Students who were absent during the first administration or were not tested for other reasons are included in the counts of students requiring accelerated instruction.

(2) *TAKS Cumulative Met Standard*. For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined:

$$\frac{\text{number of students who passed the test in either of the first two administrations}}{\text{cumulative number of students who took the test in either of the first two administrations}}$$

The values shown for this measure are the ones used in determining state accountability ratings. In most cases, this value does not match the TAKS performance shown by grade in the first few pages of this AEIS report. The "by grade" results are based on the first administration of each test only.

(3) *TAKS Failers Promoted by Grade Placement Committee (GPC)*. This shows the percent of students who failed all attempts to pass, but were promoted to the next grade by their GPC:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who failed all administrations}}$$

(4) *TAKS Met Standard (Failed in Previous Year)*. This presents two calculations for students who failed in 2010.

For those who were promoted, the first measure shows the percentage that passed the TAKS in 2011. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 TAKS reading in 2011}}{\text{number of students who were promoted by their GPC and took grade 6 TAKS reading}}$$

For those who were retained, the second measure shows the percentage that passed the TAKS in 2011. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 TAKS reading in 2011}}{\text{number of students retained and took grade 5 TAKS reading in 2011}}$$

The values include results from both the English and Spanish versions of the TAKS for grade 5. All measures also include results for the TAKS-M and TAKS-Alt assessments.

Note that the highest grade served in many elementary schools is grade 5. In these cases, only the performance of 5th graders who were retained will be reported. The performance of the students promoted to 6th grade will appear in the middle school report.

Some schools and districts may not have any prior year failers. In these cases, no information is printed for this measure.

This indicator is also shown in *Section III* of the reports. For more information, see TEA's Student Assessment Division SSI site at

http://ritter.tea.state.tx.us/student.assessment/resources/ssi/index.html

(Source: TEA Student Assessment Division)

Students by Grade: Percentages are calculated by dividing the number of students in each grade by the total number of students. *(Source: PEIMS, Oct. 2010)*

Students with Disciplinary Placements: Counts and percents of students placed in alternative education programs under Chapter 37 of the *Texas Education Code* (Discipline; Law and Order) are shown (for the 2009-10 school year) in the AEIS reports. Disciplinary placement counts are obtained from PEIMS records. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2010-11, the following 19 reason codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Source: PEIMS, June 2010)*

TAKS (Texas Assessment of Knowledge and Skills): The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3–11. The TAKS is designed to measure to what extent a student has

learned, understood, and is able to apply the concepts and skills expected at each tested grade level.

The grades and subjects shown on the AEIS reports are:

- Grade 3 – reading and mathematics
- Grade 4 – reading, mathematics, and writing
- Grade 5 – reading (first administration only), mathematics (first administration only), and science
- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading (first administration only), mathematics (first administration only), science, and social studies
- Grade 9 – reading and mathematics
- Grade 10 – English language arts, mathematics, science, and social studies
- Grade 11 – English language arts, mathematics, science, and social studies. These assessments are known as the exit-level tests; students are required to pass them in order to qualify for graduation from high school.

Each TAKS test is linked directly to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. For more information on TEKS, see the *Texas Essential Knowledge and Skills* website at

http://www.tea.state.tx.us/index2.aspx?id=6148

Note also:

Spanish TAKS. All TAKS tests in grades 3 through 5 are available in either English or Spanish. The AEIS reports show performance on these separately by grade, but combined when performance is summed across grades.

Students with Disabilities. Students with disabilities may take the TAKS (Accommodated), TAKS-Modified (TAKS-M), or the TAKS-Alternate (TAKS-Alt) tests; or they may take the regular TAKS. For 2011, the performance on all tests is included in all TAKS measures shown on the AEIS reports, for both 2011 and 2010.

Race and Ethnicity. The definitions used in determining race and ethnic categories were modified in the 2009-10 school year. That year, for the 2010 TAKS administration, race and ethnic information was collected using both the new and the former definitions. The AEIS reports for that year showed all TAKS results using only the former definition. Beginning with the 2011 TAKS administration, only the new definition was available. For the 2010-11 AEIS reports, all TAKS indicators use the new definition for both current year (2011) and prior year (2010). One exception, the accountability indicator, is noted below.

For 2010-11, the AEIS report shows the percent passing TAKS in several ways:

- *TAKS Met 2011 Standard, By Grade*. The first indicator shown on the report is percent passing TAKS by grade for each subject area and for all tests taken. Please note the following:
  - *Student Success Initiative*. Only performance from the first administration of grade 5 and 8 reading and mathematics is shown by grade. Results that include the second administration can be found on the AEIS reports under *Student Success Initiative: TAKS Cumulative Met Standard*.
  - *TAKS (Accommodated), TAKS–M, TAKS–Alt*. Performance on all TAKS tests is included for all subjects and grades.
  - *Race and Ethnicity*. Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).
  - *Test Administrations Included*. The results shown are for the first administration in the spring for grades 3-10. Students in grade 11 usually take the exit-level test for the first time in the spring semester of their junior year. However, under certain circumstances they may take the test for the first time in the previous October. The performance of these early testers is included in the results shown on the AEIS if they took and passed all four tests.
  - *All Tests Taken*. As described above, the number of tests given varies by grade. This means that the number of tests included in "All Tests Taken" varies by grade.
- *Sum of All Grades Tested*. Several indicators are shown which sum TAKS results (by subject) across grades.
  - *TAKS Met 2011 Standard (Sum of All Grades Tested)*. This is the accountability indicator used for rating campuses and districts evaluated under standard procedures. Note:
    - Performance for 2011 is disaggregated according to the new definitions for race and ethnicity, but for prior year (2010), it is disaggregated according to the former definitions. For this reason, "N/A" is shown for those racial categories that did not exist within the former definitions.
    - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics;
    - Performance includes the TAKS (Accommodated), TAKS–M, and TAKS–Alt assessments for all grades and subjects; and
    - Performance includes all TAKS Spanish versions;

    This indicator is also shown in *Section III* of the reports.
  - *TAKS Commended Performance (Sum of All Grades Tested)*. This measure shows the percent of those students who met the higher "Commended" standard for each subject. See *TAKS Commended* for more information. Note:
    - Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).
    - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics;
    - Performance includes the TAKS (Accommodated), TAKS–M, and TAKS–Alt assessments for all grades and subjects; and
    - Performance includes all TAKS Spanish versions;
  - *TAKS-M Met 2011 Standard (Sum of All Grades Tested)*. This measure shows the percent of those students who met the TAKS passing standard on the TAKS-

Modified assessment. Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).

- *TAKS-Alt Met 2011 Standard (Sum of All Grades Tested)*. This measure shows the percent of those students who met the TAKS passing standard on the TAKS-Alternate assessment. Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).

Other important information:

- *Sum of all grades tested*. This refers to the grades tested at the particular school. For example, the percent passing reading in an elementary school with a grade span of K-5 is calculated as follows:

$$\frac{\text{number of students who passed the reading test in grades 3, 4, \& 5}}{\text{number of students who took the reading test in grades 3, 4, \& 5}}$$

- *Rounding of Met Standard Percent*. TAKS performance on the AEIS is rounded to whole numbers. For example, 59.877% is rounded to 60%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.

- *Masking for Very High and Very Low Performance*. Since 2004, more stringent masking rules have applied to results for the TAKS. In cases where performance is at or near 100%, the value is shown as ">99%." In cases where performance is at or near 0%, the value is shown as "<1%." It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act* (FERPA). For more information about the masking rules employed on the AEIS reports, see the "Explanation of AEIS Masking Rules" at:

  http://ritter.tea.state.tx.us/perfreport/aeis/2011/masking.html

- *Accountability Subset*. Only test takers who were enrolled on the last Friday in the previous October are included in the calculations shown on the AEIS reports. This is referred to as the "October subset" or the *Accountability Subset*. For the district, a student who moved into the district after October 29, 2010 would not have his performance included at the district level. At the campus level, a student who changed to a different campus within the same district after October 29, 2010 would not have his performance included at that school, though it would be included at the district level. See *Accountability Subset* for more information.

- *All Tests Taken*. Although *All Tests Taken* is not a measure evaluated for accountability ratings purposes, it is shown on the AEIS report, both "by grade" and "summed across grades." This value shows the percent of students who passed every test they took. For example, a group of 100 students tested in reading and mathematics at the 3rd grade might have the following results: 90 students passed reading and 80 students passed mathematics. However, only 75 of those students passed BOTH reading and mathematics. For this reason, while the percent passing reading would be 90%, and the percent passing mathematics would be 80%, the percent passing *All Tests Taken* would be only 75%, not an average of 80% and 90%. *All Tests Taken* is always equal to or less than the percent of students who passed any of the individual subject areas. The

more tests taken and considered for this measure, the more likely the *All Tests Taken* value will be lower than any of the individual subject areas.

See also *Appendix F* and *TAKS Participation*. *(Source: TEA Student Assessment Division)*

TAKS (Accommodated): This is the same as the general TAKS assessment with certain format accommodations, such as larger font and fewer items per page. It also contains no embedded field-test items. It is administered in all grades and subjects and is included in every TAKS measure shown on the AEIS.

TAKS-Alternate (TAKS-Alt): This assessment is based on alternate academic standards and is designed for students with significant cognitive disabilities. Performance on TAKS-Alt is shown separately in *TAKS-Alt Met 2011 Standard,* summed across grades and subjects. Unless otherwise noted, for other TAKS measures shown on the AEIS, performance on the TAKS-Alt tests is included. Note that prior year performance (2010) for all relevant TAKS measures has been recomputed to include TAKS-Alt performance. *(Source: TEA Student Assessment Division)*

TAKS Commended Performance: This measure refers to the highest performance level on the TAKS, as set by the State Board of Education. Students who achieve Commended Performance have shown a thorough understanding of the knowledge and skills at their grade level. The indicator includes performance on TAKS (Accommodated), TAKS-M, and TAKS-Alt tests.

For 2011, Commended Performance in reading and mathematics is evaluated as a new base indicator in the state accountability rating system. For a more detailed explanation of how this indicator is used in determining accountability ratings, see Chapter 2 of the *2011 Accountability Manual*.

Schools and districts may also qualify for *Gold Performance Acknowledgment* based on their Commended Performance on reading/ELA, writing, mathematics, social studies, and science. For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2011 Accountability Manual*.

TAKS Exit-level Cumulative Pass Rate *(District Performance only)***:** The TAKS cumulative pass rate shows the percent of students who first took the TAKS exit-level test in spring 2010, and eventually passed all TAKS tests taken (in the same district) by spring 2011. (Students who failed the first time had four additional opportunities to retake test(s) before their graduation date.) This measure is intended to show the relative success of districts in their efforts to help all their students pass the exit-level TAKS, which is a requirement for graduation from Texas public schools. Performance on the TAKS (Accommodated) is included; performance on the TAKS-M and TAKS-Alt test is not included.

Test takers included in the *TAKS Exit-level Cumulative Pass Rate* for the class of 2011:

- Any student who took the TAKS or TAKS (Accommodated) for the first time in spring 2010.
- All special education students who took any TAKS or TAKS (Accommodated) test.

- All above students, whether or not they were in the *Accountability Subset* in spring 2010.

Test takers NOT included in the *TAKS Exit-level Cumulative Pass Rate:*

- Students who first took the exit-level test in District A, did not pass all sections and then moved to District B and retested. These students are taken out of both the numerator and denominator, whether or not they eventually passed all tests taken.
- Students who moved out of state, left the country, or died before passing all tests taken. These students are in the denominator but not the numerator. They cannot be removed because they are not specifically identified in the data.
- Students who dropped out of school before passing all tests taken are in the denominator but not the numerator.
- Students who moved into the state after the spring of 2010 are not included, even if they took the TAKS and graduated with the class of 2011.
- Performance for 2011 and 2010 is disaggregated according to the former definitions for race and ethnicity. For this reason, "N/A" is shown for those racial categories that did not exist within the former definitions.

(Source: TEA Student Assessment Division)

TAKS Met 2011 Standard: This refers to the current TAKS scale score students must achieve in order to pass the test. For grades and subjects on the horizontal scale, a scale score of 2100 or higher is passing. For grades and subjects on the vertical scale, the scale scores required to pass vary. For the actual number of test questions (raw score) required to pass each assessment, see *Appendix F*. The student passing standard is set by the State Board of Education.

TAKS-Modified (TAKS-M): This alternate assessment is based on modified academic achievement standards and is designed for students served by special education who meet certain participation requirements. TAKS-M results are available on the 2010-11 AEIS reports by subject, summed across grades in *TAKS-M Met 2011 Standard*. The percent meeting the standard is calculated as:

$$\frac{\text{number of students who passed TAKS-M [}\textit{subject}\text{] test in grades 3-11}}{\text{number of students who took the TAKS-M [}\textit{subject}\text{] test in grades 3-11}}$$

Unless otherwise noted, for other TAKS measures shown on the AEIS, performance on the TAKS-M tests is included. Note that prior year performance (2010) for all relevant TAKS measures has been recomputed to include TAKS-M performance. *(Source: TEA Student Assessment Division)*

TAKS Participation: This indicator presents the percent of students tested and not tested on each state assessment, as well as the percent of students included and excluded in determining accountability ratings. For 2011, results from the TAKS, TAKS (Accommodated), TAKS-M and TAKS-Alt tests were used in determining accountability ratings.

Test results were excluded from the accountability system if a student was not enrolled in the same district or campus by the last Friday in the previous October (shown as *Mobile*).

Other students are not tested. Reasons for not testing are as follows:

- *Absent*. Students may have been absent during every test administration.
- *LEP Exempt*. Students may have received a LEP (Limited English Proficient) exemption for every test and taken only the Texas English Language Proficiency Assessment System (TELPAS) test.
- *Other*. Tests may not be scored due to illness during testing or other test administration irregularities.

The percentages of students participating and not participating in testing are based as much as possible on the *total number of students enrolled* at the time of testing. Districts are required to submit a TAKS answer document for every student enrolled in grades 3 through 11. The methodology used to create *TAKS Participation* eliminates, as much as possible, duplicate counts of students resulting from multiple answer documents. *Appendix E* provides a description for each component of *TAKS Participation*. *(Source: TEA Student Assessment Division)*

TAKS Progress *(AEA Campus and AEA Charter Operator Performance only)***:** This measure is used in determining accountability ratings under alternative education accountability (AEA) procedures. TAKS Progress is based on *tests* taken. Students who take multiple TAKS tests are included multiple times (for every TAKS test taken). Students who take multiple TAKS exit-level retests are included only when the passing standard is met. This indicator sums performance results across grades 3 through 12 and across all subjects. It is calculated as follows:

$$\frac{\text{number of TAKS tests that meet the standard } \textit{and} \text{ number of TAKS exit-level retests that meet the standard}}{\text{number of TAKS tests taken } \textit{and} \text{ number of TAKS exit-level retests that meet the standard}}$$

This measure is only shown on the AEIS reports for campuses and charter operators evaluated under the AEA procedures in 2011. Prior year results are provided regardless of whether the campus or charter operator was evaluated under AEA procedures in the prior year.

- *AEA Campus*. On reports for registered alternative education campuses, the value shown for the *Campus Group* column is a dash (–); the value for the *District* column is an asterisk (*) unless the campus is run by an AEA charter operator. The *State* column shows aggregates of the AEA campuses only.
- *AEA Charter Operator*. On reports for AEA charter operators, the value shown for the *State* and *Region* columns show aggregates of the AEA campuses only.

For more information on this measure, see Chapter 10 in the *2011 Accountability Manual*.

TAKS Special Education Assessments: For students receiving special education services, the ARD committee determines which TAKS assessment is appropriate for each student based on his/her individual needs. TAKS, the general assessment option that includes

TAKS (Accommodated) for students receiving special education services, is administered to the majority of students in Texas. For students who cannot be appropriately assessed with TAKS and/or TAKS (Accommodated), the TAKS–M and TAKS–Alt are the alternate assessments available to those who meet specific participation requirements.

See *TAKS (Accommodated)*, *TAKS-Alt*, and *TAKS-M*. For more information on these assessments, see the Student Assessment Division website, at

http://www.tea.state.tx.us/index3.aspx?id=3534

Teachers by Ethnicity and Sex: These are counts of teacher FTEs by the major ethnic groups and by sex. Counts are also expressed as a percent of the total teacher FTEs. Beginning this year, the ethnic groups are based on the new federal definitions of race and ethnicity which allow for separation of the Asian and Pacific Islander races and for the new grouping of Two or More Races. *(Source: PEIMS, Oct. 2010)*

Teachers by Highest Degree Held *(District Profile only)***:** This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. *(Source: PEIMS, Oct. 2010)*

Teachers by Program *(population served)***:** Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technical education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. *(Source: PEIMS, Oct. 2010)*

Teachers by Years of Experience *(District Profile only)***:** This is the FTE count of teachers with years of professional experience that fall into the ranges shown. Experience in these categories is the total years of experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. *(Source: PEIMS, Oct. 2010)*

Texas Growth Index (TGI): The Texas Growth Index was not used in determining the 2011 Accountability ratings, and is not included in any measure on the 2010-11 AEIS reports.

Texas Projection Measure (TPM): The Texas Projection Measure was not used in determining the 2011 Accountability ratings, and is not included in any measure in the 2010-11 AEIS reports.

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program designed to improve student success in college. It requires students to be assessed in reading, writing and mathematics skills prior to enrolling in college, and to be advised based on the results of that assessment.

The AEIS reports show the percent of students who were exempted from taking a test for the Texas Success Initiative because they had a high enough score on their exit-level TAKS tests for mathematics and English language arts, as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and English language arts with a written composition score of

3 or higher on the writing component. This indicator shows the percent of students who achieved this level of proficiency by subject (English language arts and mathematics) for 2011 and 2010. Note also:

- This indicator is subject to accountability subset rules.
- Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).
- TAKS-M and TAKS-Alt performance is not included. THECB's standard of college readiness on the exit-level TAKS does not apply to these alternate assessments because students are not required to pass the TAKS-M or TAKS-Alt in order to graduate.

Schools and districts evaluated for GPA under standard accountability procedures may qualify for *Gold Performance Acknowledgment* for performance on TSI. For a more detailed explanation of *Gold Performance Acknowledgment,* see Chapter 5 of the *2011 Accountability Manual*. *(Source: Division of Student Assessment)*

Total Expenditures by Object (2009-10) *(District Profile only)***:** Total actual expenditures are grouped by object of expense. Total actual expenditures for groups of object categories are expressed as a percentage of total expenditures. The values in the Per Student column show actual expenditure object categories divided by the total number of 2009-10 students in membership. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total. Object codes appear in parentheses.

- *Payroll Costs* – These are the gross salaries or wages and benefit costs for all employees (6100).
- *Other Operating Costs* – These include: services rendered to school districts by firms, individuals and other organizations; supplies and materials including fuel for vehicles; other reading materials (not including the cost of state-adopted textbooks); food service supplies; and other expenses necessary for the operation of the school district (6200-6400).
- *Debt Service* – This includes all expenditures for debt service, including the retirement of debt and bond principal, and all interest expenses (6500).
- *Capital Outlay* – These are expenditures for fixed assets, such as land, buildings, and equipment (6600).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B*. *(Source: PEIMS, March 2011)*

Total Operating Expenditures by Function (2009-10): Actual total operating expenditures are grouped by function of expense. Actual operating expenditures for groups of function categories are expressed as a percent of actual total operating expenditures. The values in the Per Student column show actual operating expenditures by function divided by the total number of 2009-10 students in membership. Per student operating expenditures are shown for total operating expenditures and for various groupings of operating categories.

Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total.

When comparing averages for school-level expenditures note that the state and district averages include all types of schools. For example, a high school's per student expenditure may not be comparable to the state average because the state value includes elementary and middle schools, which typically have lower per student expenditures than high schools. Other variables that may affect comparisons are the experience level of teachers and administrators, the types of instructional programs offered, and the student characteristics. Function codes appear in parentheses.

- *Instruction* – These are all activities dealing directly with the interaction between teachers and students, including instruction aided with computers (11), and expenditures to provide resources for Juvenile Justice Alternative Education Programs (95).
- *Instructional-Related Services* – These are expenditures for educational resources and media, such as resource centers and libraries (12), and curriculum development and instructional staff development (13).
- *Instructional Leadership* – This includes managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
- *School Leadership* – This includes directing and managing a school (23).
- *Support Services - Student* – These include guidance, counseling, and evaluation services (31), social work services (32), and health services (33).
- *Student Transportation (District Profile only)* – This includes transporting students to and from school (34).
- *Food Services* – These include food service operation, including cost of food and labor (35).
- *Cocurricular Activities* – These include school-sponsored activities during or after the school day that are not essential to the delivery of instructional services (36).
- *Central Administration (District Profile only)* – This includes managing or governing the school district as an overall entity (41), costs associated with the purchase or sale of attendance credits either from the state or from other school district(s) (92), and—for Charter Schools only—fund raising (81).
- *Plant Maintenance and Operations* – This includes keeping the physical plant and grounds in effective working condition (51).
- *Security and Monitoring Services* – These include keeping student and staff surroundings safe (52).
- *Data Processing Services* – These include data processing services, whether in-house or contracted (53).
- *Other Campus Costs (Campus Profile only)* – This combines functions 35, 36, 51, 52, 53 above.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B*. *(Source: PEIMS, March 2011)*

Total Operating Expenditures by Program (2009-10): Actual total operating expenditures are grouped by program of expense. Actual operating expenditures for groups of program categories are expressed as a percent of actual total operating expenditures. The values in the *Per Student* column show actual total operating expenditures divided by the total number of 2009-10 students in membership. Per student operating expenditures are shown for total operating expenditures by program for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student; it is a per-student average of the total. Program codes appear in parentheses. The sum of operating expenditures by program area is less than total operating expenditures by function because a significant portion of expenditures have no program area designated and are reported as "99" meaning "undistributed." These are not included in any of the program categories shown or in the total operating expenditure amount by program. Also, functions included differ between the two breakdowns (by program versus by function).

- *Regular Education* – This is the cost to provide the basic services for education/instruction to students not served in special education (11).
- *Gifted & Talented Education* – This is the cost to assess students for program placement and provide instructional services beyond the basic educational program, designed to meet the needs of students in gifted and talented programs (21).
- *Career & Technical Education* – This is the cost to evaluate, place and provide educational and/or other services to prepare students for gainful employment, advanced technical training or homemaking. This may include apprenticeship and job training activities (22).
- *Special Education* – This is the cost incurred to evaluate, place and provide educational and/or other services to students with disabilities who have Individual Educational Plans (IEP) approved by Admission, Review and Dismissal (ARD) committees. These plans are based on students' abilities and/or learning needs (23).
- *Accelerated Education* – This is the cost of providing additional instructional services for students deemed at risk of dropping out of school (24, 30).
- *Bilingual/ESL Education* – This is the cost of evaluating, placing and providing educational and/or other services to English language learners, with the goal of making them proficient in the English language, in primary language literacy, and in composition and academic language related to required courses (25).
- *Other* – This is the cost of providing services to students who are separated from the regular classroom and sent to either a nondisciplinary or a disciplinary alternative education program (26, 28, 29).
- *High School Allotment* – This accounts for the $275 per high school student allotment that assists districts in:
  - preparing underachieving students to enter institutions of higher education;
  - encouraging students to pursue advanced academic opportunities;

- providing opportunities for students to take academically rigorous courses;
- aligning secondary and postsecondary curriculum and expectations;
- supporting other promising high school completion and success initiatives in grades 6-12 approved by the commissioner of education (31).

- *Athletics/Related Activities* – This is the cost of providing competitive athletic activities, including coaching costs as well as costs for sponsors of drill team, cheerleaders, pep squad, and other organized activities that support athletics, excluding band (91).

Note this item is reported as *actual* operating expenditures by program, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See *Appendix B* for details. *(Source: PEIMS, March 2011)*

Total Revenues by Source (2009-10) *(District Profile only)***:** Actual total revenues are grouped by revenue source. Actual revenues for groups of object categories are expressed as a percent of total revenue. The values in the Per Student column show actual total revenues divided by the total number of students in membership during the 2009-10 school year. Per-student revenues are shown for total revenues by source for various groupings of revenue categories. Note that the number shown is not the amount actually received for each and every student, but rather a per-student average of the total.

The amounts appearing as revenue in any of the categories shown are the amounts that were reported by districts for the general fund and all funds. Object codes appear in parentheses.

- *Local Tax* – This is district income from local real and personal property taxes (objects 5710-5719, less function 91 expenditures).
- *Other Local and Intermediate* – This includes revenue for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, revenues from intermediate sources (county), and all other local sources (objects 5720-5769).
- *State* – This includes per capita and foundation program entitlements, revenue from other state-funded programs, revenue from other state agencies, and Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district (object 5800 series). Note that state revenue also includes the State Fiscal Stabilization Fund (SFSF). The SFSF amount is the revenue received by the Foundation School Program that was distributed according to the Federal American Recovery and Reinvestment Act of 2009. The SFSF amount received by the district is shown in a footnote at the end of the district report. A similar footnote is also shown on the region and state reports (federal revenue-fund 266 used with object code 5929).
- *Federal* – This includes revenue received by the district directly from the federal government or distributed by the TEA or other state entities for programs such as career and technical education, programs for educationally disadvantaged children *(Education Consolidation and Improvement Act, and Elementary and Secondary Education Act),* food service programs, and other federal programs (object 5900 series).

Note this item is reported as *actual* revenues, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B*. *(Source: PEIMS, March 2011)*

Total Staff: Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). Beginning this year, staff race and ethnicities are based on the new federal definitions. The minority staff FTE count is expressed as a percent of the total staff FTE. *(Source: PEIMS, Oct. 2010)*

Total Students: This is the total number of public school students who were reported in membership on October 29, 2010, at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment, because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. *(Source: PEIMS, Oct. 2010)*

TSI: See *Texas Success Initiative*.

Turnover Rate for Teachers *(District Profile only)***:** This percent shows the total FTE count of teachers from the fall of 2009-10 who were subsequently not employed in the district in the fall of 2010-11, divided by the total teacher FTE count for the fall of 2009-10. Social security numbers for teachers employed in the district in the fall of 2009-10 were checked to verify their employment status in the same district in the fall of 2010-11. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. *(Source: PEIMS, Oct. 2010, Oct. 2009)*

Value by Category: See *Standardized Local Tax Base* (comptroller valuation).

Vertical Scale Growth (VSG): This measure shows growth on TAKS reading and mathematics for grades 3-8. It is used in determining Comparable Improvement (CI).

An average VSG value for each campus is determined by aggregating the student-level VSG values to the campus level and dividing by the number of students. Included in the measure are students who:

- took the spring 2011 TAKS reading and/or mathematics tests, in grades 4 – 8.
- are part of the 2011 *Accountability Subset* (see *Chapter 2* of the *2011 Accountability Manual*);
- can be matched to the spring 2010 TAKS administration—anywhere in the state—to find their prior year performance for reading, and/or mathematics; and,
- have been promoted to one higher grade than in 2010.

Calculating average VSG:

$$\text{average VSG (reading)} = \frac{\text{sum of individual student VSG values for reading}}{\text{total number of students with VSG in reading}}$$

$$\text{average VSG (mathematics)} = \frac{\text{sum of individual student VSG values for mathematics}}{\text{total number of students with VSG in mathematics}}$$

Once the average VSG is determined, it is listed with the other 40 average VSGs of the school's comparison group. The schools are arranged from highest to lowest average VSG. If the target school falls in the top quartile and all other eligibility criteria are met, it is awarded a GPA for CI. This is calculated separately by subject. Comparable Improvement reports are available at:

http://ritter.tea.state.tx.us/perfreport/ci/2011/index.html

Because VSG is only available for grades 3-8, only schools that have students tested in grades 4-8 can have a CI report. VSG calculations begin with grade 4 because students must prior year results (grade 3) in order to show growth.

For a more detailed explanation of VSG, see *Appendix E* of the *2011 Accountability Manual*.

Who to Call

Information about the calculation of all Academic Excellence Indicator System (AEIS) data elements is provided in this *Glossary*. Information on the calculation of state accountability ratings is available in the *2011 Accountability Manual*. If, after reading these documents, you have questions about the calculation of AEIS indicators or accountability ratings, contact **Performance Reporting at (512) 463-9704.**

Questions related to programs and policies for the following subjects should be directed to the contacts listed below. All telephone numbers are in the (512) area code unless otherwise noted.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting	463-9704
Advanced Courses	Curriculum	463-9581
Advanced Placement (AP) Programs	Curriculum	463-9581
Charter Schools	Charter Schools	463-9575
College Admissions Tests:		
SAT	College Board	721-1800
ACT	ACT Regional Office	345-1949
Copies of AEIS reports	http://www.tea.state.tx.us/perfreport	
DAEP (Disciplinary Alternative Education Program)		
	Chapter 37, TEC – Safe Schools	463-3070
Distinguished Achievement Program	Curriculum	463-9581
Dropout and Completion	Accountability Research	475-3523
Gold Performance Acknowledgment	Performance Reporting	463-9704
General Inquiry	School Governance and General Inquiries	475-3697
JJAEP (Juvenile Justice Alternative Education Program)		
	Chapter 37, TEC – Safe Schools	463-3070
Limited English Proficient Students		
Testing Issues	Student Assessment	463-9536
Other Issues	Curriculum (Bilingual Education Program Unit)	475-9581
No Child Left Behind Act	NCLB Program Coordination	463-9374
PBM Special Education Monitoring Results Status		
	Program Monitoring and Interventions	463-5226
PEIMS	PEIMS HelpLine	436-9229
Recommended High School Program	Curriculum	463-9581
Retention Policy	Curriculum	463-9581
School Finance	School Finance	463-9238
School Report Card	Performance Reporting	463-9704
Special Education		
Testing Issues	Student Assessment	463-9536
Other Issues	Special Education	463-9414
Statutory (Legal) Issues	Legal Services	463-9720
TAKS (all assessments)	Student Assessment	463-9536
TAKS Testing Contractor	Pearson	(800) 328-5999
	Austin Operational Center	989-5300
TAT (Technical Assistance Team)		
Methodology for List	Performance Reporting	463-9704
Implementation of Team	Program Monitoring and Interventions	463-5226
TELPAS	Student Assessment	463-9536
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board	427-6101

Information on the Internet: http://www.tea.state.tx.us/perfreport/

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027 ..... Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003 ..... Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004 ..... Assistant/Associate/Deputy Superintendent
012 ..... Instructional Officer
020 ..... Principal
028 ..... Teacher Supervisor
040 ..... Athletic Director
043 ..... Business Manager
044 ..... Tax Assessor and/or Collector
045 ..... Director - Personnel/Human Resources
055 ..... Registrar
061 ..... Asst/Assoc/Deputy Exec Director
062 ..... Component/Department Director
063 ..... Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002 ..... Art Therapist
005 ..... Psychological Associate
006 ..... Audiologist
007 ..... Corrective Therapist
008 ..... Counselor
011 ..... Educational Diagnostician
013 ..... Librarian
015 ..... Music Therapist
016 ..... Occupational Therapist
017 ..... Certified Orientation & Mobility Specialist
018 ..... Physical Therapist
019 ..... Physician
021 ..... Recreational Therapist
022 ..... School Nurse
023 ..... LSSP/Psychologist
024 ..... Social Worker
026 ..... Speech Therapist/Speech-Lang Pathologist
030 ..... Visiting Teacher
032 ..... Work-Based Learning Site Coordinator
041 ..... Teacher Facilitator
042 ..... Teacher Appraiser
054 ..... Department Head
056 ..... Athletic Trainer
058 ..... Other Campus Professional Personnel
064 ..... Specialist/Consultant
065 ..... Field Service Agent
079 ..... Other ESC Professional Personnel
080 ..... Other Non-Campus Professional Personnel

TEACHERS

087 ..... Teacher
047 ..... Substitute Teacher

EDUCATIONAL AIDES

033 ..... Educational Aide
036 ..... Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Financial Accounting Codes for Revenue and Expenditure Items
(In Alphabetical Order by Label)

Label	Funds*	Function(s)	Object(s) †††	Program(s)
ACTUAL EXPENDITURE INFORMATION				
BY FUNCTION				
COMMUNITY SERVICES	General and All	61	6100–6400	All
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100–6400	All
Instruction**	General and All	11,95	6100–6400	All
Instructional–Related Services**	General and All	12,13	6100–6400	All
Instructional Leadership**	General and All	21	6100–6400	All
School Leadership**	General and All	23	6100–6400	All
Support Services – Student**	General and All	31,32,33	6100–6400	All
Student Transportation	General and All	34	6100–6400	All
Food Services	General and All	35	6100–6400	All
Cocurricular Activities	General and All	36	6100–6400	All
Central Administration	General and All	41,92 (or 81/Chrtr Schools)	6100–6400	All
Plant Maintenance & Operations	General and All	51	6100–6400	All
Security and Monitoring Services	General and All	52	6100–6400	All
Data Processing Services	General and All	53	6100–6400	All
Other Campus Costs***	General and All	35,36,51–53	6100–6400	All
BY OBJECT				
TOTAL EXPENDITURES	General and All	All§	All 6000s	All
Payroll Costs	General and All	All§	6100	All
Other Operating Costs	General and All	All§	6200–6400	All
Debt Service	General and All	All§	6500	All
Capital Outlay	General and All	All§	6600	All
ACTUAL PROGRAM EXPENDITURE INFORMATION				
BY PROGRAM				
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100–6400	Sum of Detail Below
Regular Education**	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	11
Special Education**	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	23
Accelerated Education**	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	24, 30
Career & Technical Education**	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	22
Bilingual/ESL Education**	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	25
Gifted & Talented Education**	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	21
Athletics/Related Activities	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	91
High School Allotment	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100-6400	31
Other	General and All	11–13,21,23,31–36,51,52, 91†, 92,95,99 ****	6100–6400	26, 28, 29

Continued on next page

ACTUAL REVENUE INFORMATION				
BY SOURCE				
TOTAL REVENUES	General and All	n/a	5000s	n/a
Local Tax	General and All	n/a	5710–5719 (less function 91expenditures)	n/a
Other Local & Intermediate	General and All	n/a	5720–5769	n/a
State @	General and All	n/a	5800 (plus fund code 266 with object code 5929)	n/a
Federal	General and All	n/a	5900 (less fund code 266 with object code 5929)	n/a
EQUITY TRANSFERS ††	General and All	91	All 6000s	All

* Funds – The general fund includes fund codes 101 – 199 & 266. Fund code 420 is also included in the general fund for charter schools only. All funds include the general fund plus fund codes 200/300/400 series, 599, 601, 699, and 701.

** Indicates the line item appears on the Campus Profile as well as District Profile. All line items not marked appear only on the District Profile.

*** Indicates the line item appears on the Campus Profile only.

**** At the campus level, only functions 11-13, 21, 23, 31 – 33, and 95 are included in expenditures by program area.

§ Excludes Intergovernmental Charges (function 90 series) except functions 92 & 95.

† Function 91represent tuition transfers for grades not offered, not "Equity Transfers."

†† Function 91 represent the expenditure amount reported for the cost of reducing property wealth to the required equalized wealth level and payments to charter schools, respectively.

††† The 6400 object codes include: 6629, 6631, 6639, 6649, and 6659 which is only applicable to charter schools excluding open enrollment college and university charters. Note that these object codes are not included in the 6600 code series.

@ State revenue includes State Fiscal Stabilization Funds (fund code 266 with object code 5929), distributed under the Federal American Recovery and Reinvestment Act.

See the *Financial Resource Guide* (at http://www.tea.state.tx.us/index4.aspx?id=1222) for explanations of the fund, function, object, and program codes.

Advanced Academic Courses
2010-11 Academic Excellence Indicator System

English Language Arts

A3220100	English Language and Composition
A3220200	English Literature and Composition
A3220300	International English Language
I3220300	English III
I3220400	English IV
03221100	Research/Technical Writing
03221200	Creative/Imaginative Writing
03221500	Literary Genres
03221600	Humanities
03221800	Independent Study in English
03231000	Independent Study in Journalism
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study in Speech

Mathematics

A3100101	Calculus AB
A3100102	Calculus BC
A3100200	AP Statistics
I3100100	Mathematical Studies Standard
I3100200	Mathematical Standard Level
I3100300	Mathematics Higher Level
I3100400	Further Mathematics Standard
03101100	Pre-Calculus
03102500	Independent Study in Mathematics (1st time)
03102501	Independent Study in Mathematics (2nd time)

Computer Science

A3580100	Computer Science I
I3580200	IB Computer Science I
I3580300	IB Computer Science II
I3580400	Informational Technology in a Global Society
03580200	Computer Science I
03580300	Computer Science II

- All courses shown were for the 2009-10 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Fine Arts

A3150200	Music Theory
A3500100	History Of Art
A3500300	Art/Drawing
A3500400	Art/Two-Dimensional Design Portfolio
A3500500	Art/Three-Dimensional Design Portfolio
I3250200	Music SL
I3250300	Music HL
I3250500	Theater/Film
I3600100	Art/Design HL
I3600200	Art/Design SL-A
I3600300	Art/Design SL-B
I3750200	Theater Arts SL
I3750300	Theater Arts HL
I3830200	IB Dance
M1170158	Dance Technology I
M1170159	Dance Technology II
M1170160	Dance Choreography I
M1170161	Dance Choreography II
M1170162	Dance Choreography III
03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theater Arts IV
03251000	Theater Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV

- All courses shown were for the 2009-10 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Science

A3010200	Biology
A3020000	Environmental Science
A3040000	Chemistry
A3050001	Physics B
A3050002	Physics C
I3010200	Biology
I3010201	Biology II
I3030001	Design Technology SL
I3030002	Design Technology HL
I3020000	Environmental Systems
I3040001	Chemistry I
I3040002	Chemistry II
I3050001	Physics I
I3050002	Physics II

Social Studies/History

A3310100	Microeconomics
A3310200	Macroeconomics
A3330100	United States Government and Politics
A3330200	Comparative Government and Politics
A3340100	United States History
A3340200	European History
A3350100	Psychology
A3360100	Human Geography
A3370100	World History
I3301100	History, Standard Level
I3301200	History: Africa, Higher Level
I3301300	History: Americas, Higher Level
I3301400	History: East and Southeast Asia, Higher Level
I3301500	History: Europe, Higher Level
I3302100	Geography, Standard Level
I3302200	Geography, Higher Level
I3303100	Economics, Standard Level
I3303200	Economics, Higher Level
I3303300	Business and Management I (IBBMT1)
I3303400	Business and Management II (IBBMT2)
I3304100	Psychology, Standard Level
I3304200	Psychology, Higher Level
I3366010	Philosophy

- All courses shown were for the 2009-10 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Social Studies/History (cont.)

I3000100	Theory of Knowledge
03310301	Economics Advanced Studies
03380001	Social Studies Advanced Studies

Advanced Languages (Modern or Classical)

A3120400	Japanese IV
A3400400	Italian IV
A3410100	French IV Language
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Latin Literature)
A3440100	Spanish IV Language
A3440200	Spanish V Literature
A3450400	Russian IV
A3490400	Chinese IV
I3120400	Japanese IV
I3120500	Japanese V
I3410400	French IV
I3410500	French V
I3420400	German IV
I3420500	German V
I3430400	Latin IV
I3430500	Latin V
I3440400	Spanish IV
I3440500	Spanish V
I3440600	Spanish VI
I3440700	Spanish VII
I3450400	Russian IV
I3450500	Russian V
I3480400	Hebrew IV
I3480500	Hebrew V
I3490400	Chinese IV
I3490500	Chinese V
I3490600	Chinese VI
I3490700	Chinese VII
I3520400	Hindi IV
I3520500	Hindi V
I3996000	Other Foreign Language IV
I3996100	Other Foreign Language V
I3663600	Other Foreign Language VI

- All courses shown were for the 2009-10 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical) (cont.)

I3663700	Other Foreign Language VII
03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish IV For Spanish Speakers
03440500	Spanish V
03440550	Spanish V For Spanish Speakers
03440600	Spanish VI
03440660	Spanish VI For Spanish Speakers
03440700	Spanish VII
03440770	Spanish VII For Spanish Speakers
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII

- All courses shown were for the 2009-10 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical) (cont.)

03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Language IV
03996100	Other Foreign Language V
03996200	Other Foreign Language VI
03996300	Other Foreign Language VII

Other

N1290317	GT Independent Study Mentorship III
N1290317	GT Independent Study Mentorship IV
I3305100	World Relegions SL

- All courses shown were for the 2009-10 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

2010-11 Campus Comparison Group

Target Campus Name: Sample Middle
Target Campus #: 999999999
District Name: Sample ISD
Campus Type: Middle School

T e x a s E d u c a t
2010-11 Campus Co

Page 1

Campus Number		Campus Name	District Name	% __Econ__	% Afr_Amer	% Mobility	% Hispanic	% _White__	% __LEP___
008903041		QUEZAS MIDDLE	QUEZAS ISD	55.2	11.9	18.9	43.3	44.3	2.1
011901041		QESZUAP MIDDLE	QESZUAP ISD	54.7	11.7	15.6	32.3	54.2	6.5
011901104		QESZUAP ONZXUMXIOEZX	QESZUAP ISD	54.8	9.6	12.9	33.7	55.5	8.2
999999999	>	SAMPLE MIDDLE	SAMPLE ISD	54.1	50.4	29.4	24.6	21.0	6.5
015911043		XESZ CXNZU	ESZ CXNZUEL ISD		5.7	15.2	51.9	41.8	3.7
015915048		UUIIXU MS	AUZHSOIX		10.4	20.5	58.0	21.6	7.5
020901046		FEOUVOXW J	LVON ISD		4.2	15.0	44.4	50	
		ZUEVOS MID	ELHAUN CA				54.9	37	
		ENEHUEC MI	NEHUEC ISD	54.0			26.6	51	
		CLEUK JR HIGH	PUONCXZAN ISD	54.5			29.4	61	
057904103		WXSZ ONZ	CXIEU HOLL ISD	55.0	62.4	15.0	24.2	9.8	3.8
057916044		UOCHEUISAN WXSZ J H	UOCHEUISAN ISD	54.2	17.5	12.1			10.3
062901041		CUXUA J H	CUXUA ISD	52.9	12.9	15.9			2.5
079910041		SZEFFAUI MIDDLE	SZEFFAUI MSI	55.8	42.9	11.5			3.4
081905041		WAUZHEM MIDDLE	WAUZHEM ISD	52.3	18.3	14.4			4.6
083903041		SXMONALX J H	SXMONALX ISD	53.5	2.4	11.7	38.4	58.8	2.8
088902041		GALOEI MIDDLE	GALOEI ISD	52.8	6.6	16.4	43.9	48.6	3.3
092902042		MEUIX LEOUI MIDDLE	KOLGAUX ISD	54.4	18.0	11.2	22.8	56.9	6.2
092904043		PONX ZUXX MIDDLE	PONX ZUXX ISD	55.0	20.3	12.8	21.5	55.8	8.8
095901041		EQXUNEZHY J H	EQXUNEZHY ISD	56.0	3.4	13.6	49.7	46.9	1.1
		MXMPHOS MIDDLE	MXMPHOS ISD	54.8	8.9	17.2	42.7	47.6	5.6
		CEMPQXLL MIDDLE SCHOOL	CYPUXSS-FEOUQENKS ISD	54.7	23.0	16.4	42.9	20.9	7.7
		HOGHLENIS J H	GAASX CUXXK CISD	53.8	22.0	15.4	42.4	34.2	2.7
		GUEIY MIDDLE	HAUSZAN ISD	54.6	23.4	19.2	43.5	26.1	11.9
		MEYIX CUXXK J H	KEZY ISD	53.3	18.5	14.3	44.3	29.2	9.5
		MAUZAN UENCH J H	KEZY ISD	55.1	17.5	11.7	48.8	29.5	8.0
		MXEIOX PUMPHUXY JUNOAU H	XINE ISD	55.2	15.8	15.7	34.2	49.7	2.9
130902041		CAMFAUZ MIDDLE	CAMFAUZ ISD	55.4	0.9	12.0	51.1	46	
133903104		Q Z WOLSAN SOXZH GUEIX S	KXUUVOLLX ISD	54.4	3.1	14.7	43.1	52	
158902041		ZOIXHEVXN ONZ	ZOIXHEVXN ISD	55.7	5.7	15.7	49.4	43	
165901045		SET JECONZA JUNOAU HOGH	MOILENI ISD	53.6	9.3	16.1	55.9	33	
170902073		CUYEU ONZXUMXIOEZX	CANUAX ISD	52.6	15.7	17.5	31.3	50	
188901041		EUSZON MIDDLE	EMEUOLLA ISD	55.2	7.3	18.9	31.2	59	
220905053		MANNOG MIDDLE	FAUZ WAUZH ISD	54.5	32.1	25.9	34.7	32	
220905061		LXANEUI MIDDLE	FAUZ WAUZH ISD	55.8	20.1	27.2	35.3	41	
220912041		H F SZXVXNS MIDDLE	CUAWLXY ISD	52.3	35.6	18.7	24.0	38	
220912042		CUAWLXY MIDDLE	CUAWLXY ISD	54.9	51.7	16.6	31.3	12	
220920105		ZENNEHOLL ONZ	WHOZX SXZZLXMXNZ ISD	54.2	5.6	15.3	32.6	58	
246907041		JEUUXLL MIDDLE	JEUUXLL ISD	52.4	1.1	11.3	35.4	61.4	7.4
246913042		LXENIXU MIDDLE	LXENIXU ISD	53.9	7.7	12.5	35.8	53.7	6.1
247901041		PLAUXSVOLLX MIDDLE	PLAUXSVOLLX ISD	54.3	1.7	13.0	59.5	38.3	1.9
		Group Average		54.4	16.4	15.7	40.3	39.6	5.7

*** Order of columns will vary on lists for other campuses ***

Percent of students identified as African American

Percent of students identified as Mobile

Campus Type Code: Elementary, Middle, Secondary, or Multi-level

Percent of students identified as Economically Disadvantaged

Target Campus (identified by >)

Percent of students identified as Hispanic

Percent of students identified as limited English proficient

Percent of students identified as White

Campus ID Numbers: This listing is in Campus ID number order.

The order of the columns is determined by the target campus (indicated with the ">"). The most predominant characteristic for the target campus is the first column, followed by the next most predominant, and so on.

Most secondary schools will not have a page 2 because Comparable Improvement is only available for schools with grades 4, 5, 6, 7, and/or 8.

2010-11 Comparable Improvement

Most secondary schools will not have a page 2 because *Comparable Improvement* is only available for schools with grades 4 - 8.

GPA: The report shows if the target school earned GPA for Comparable Improvement in either reading/ELA, mathematics, or both.

Target Campus Name:
Target Campus #:
District Name: Sample ISD
Campus Type: Middle School

x a s E d u c a t i o n A g e n c y — Page 2
2010-11 Comparable Improvement:

Gold Performance Acknowledgment: Reading

Target Campus (identified by >)

Campus Name	Reading (1) Number Matched Students	Reading (2) 2010 Avg Scale Score	Reading (3) 2011 Avg Scale Score	Reading (4) 2010 Failer Avg VSG	Reading (5) 2011 Avg VSG	Reading (6) 2011 Quartile	Mathematics (1) Number Matched Students	Mathematics (2) 2010 Avg Scale Score	Mathematics (3) 2011 Avg Scale Score	Mathematics (4) 2010 Failer Avg VSG	Mathematics (5) 2011 Avg VSG	Mathematics (6) 2011 Quartile
QUEZAS MIDDLE		738	788	76	50	Q1	165	712				Q1
QESZUAP MIDDLE		731	774	78	43	Q1	550	709				Q1
QESZUAP ONZXUN		674				Q4						Q1
> SAMPLE MIDDLE		716				Q1						Q3
XESZ CXNZUEL H		718				Q4						Q3
UUIIXU MS		740				Q3						Q4
FEOUVOXW J H		730				Q4						Q4
ZUEVOS MIDDLE		743				Q4						Q3
ENEHUEC MIDDLE		745				Q1						Q2
CLEUK JR HIGH		744				Q1						Q3
WXSZ ONZ		689				Q1			732	63	43	Q1
UOCHEUISAN WXSZ J H	540	764	803	71	39	Q3	537	786	797	64	11	Q4
CUXUA J H	235	728	778	76	50	Q1	233	729	756	53	27	Q3
SZEFFAUI MIDDLE										52	21	Q4
WAUZHEM MIDDLE										2	38	Q2
SXMONALX J H										0	32	Q2
GALOEI MIDDLE										1	37	Q2
MEUIX LEOUI MIDDLE										5	31	Q3
PONX ZUXX MIDDLE										6	33	Q2
EQXUNEZHY J H										3	34	Q2
MXMPHOS MIDDLE										5	41	Q1
CEMPQXLL MIDDLE SCHO	1									3	19	Q4
HOGHLENIS J H	909	730	777	72						1	39	Q1
QUEZX MIDDLE	366	726	768	68	41	Q2	366	676	725	82	45	Q1
CUXXK J H	916	739	774	73	35	Q4	921	721	737	57	16	Q4
N UENCH J H	1050	743	783	65	40	Q3	1075	720	740	52	20	Q4
X PUMPHUXY JUNO	300	718	756	61	38	Q3	297	686	734	74	48	Q1
UZ MIDDLE	211	725	781	76	56	Q1	211	715	736	47	21	Q4
Q Z WOLSAN SOXZH GUE	263	734						719	755	78	36	Q2
ZOIXHEVXN ONZ	161	716						692	726	60	33	Q2
SET JECONZA JUNOAU H	558	737						705	737	50	32	Q2
CUYEU ONZXUMXIOEZX	467	688						684	730	78	46	Q1
EUSZON MIDDLE	678	745						730	759	54	29	Q3
MANNOG MIDDLE	552	714						674	701	57	27	Q3
LXANEUI MIDDLE	558	726	769	70	43	Q1	553	697	732	48	35	Q2
H F SZXVXNS MIDDLE	635	738	774	77	37	Q3	633	710	725	43	15	Q4
CUAWLXY MIDDLE	528	725	759	60	33	Q4	523	708	715	39	7	Q4
ZENNEHOLL ONZ	678	689	727	70	37	Q3	685	666	696	54	30	Q3
JEUUXLL MIDDLE	160	723	760	75	37	Q3	156	695	732	65	38	Q2
LXENIXU MIDDLE	614	727	778	84	51	Q1	618	712	756	79	44	Q1
PLAUXSVOLLX MIDDLE	723	738	779	73	41	Q2	726	719	747	60	28	Q3
Group Average	490	727	767	69	40	--	490	709	738	58	29	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

(1) Number of Matched Students: Those students at each campus whose TAKS results can be found in both current **and** prior years.

(2) 2010 Average Scale Score: The sum of prior year vertical scale scores of matched students, divided by the number of matched students.

(3) 2011 Average Scale Score: The sum of current year vertical scale scores of matched students, divided by the number of matched students.

(4) 2010 Failer Average Vertical Scale Growth: The average VSG for those matched students who failed the TAKS in the prior year. *For information only, not used for accountability.*

(5) 2011 Average VSG: The sum of the differences between the current and prior year vertical scale scores of matched students, divided by the number of matched students.

(6) 2011 Quartile: The average VSG values in column 5 are sorted from highest to lowest for the 40 campuses in the comparison group. Then four quartiles (Q1, Q2, Q3, & Q4) are assigned. Quartiles may have fewer than or more than 10 campuses, depending on the values. Campuses in Q1 have shown the greatest improvement in TAKS performance, relative to the other schools in the group.

This listing is in campus ID order.

Any school with fewer than ten matched students does not have a VSG value calculated, and is, therefore, not included in the quartile distribution. In these cases, a dash (–) will be shown.

2010-11 TAKS Participation

This section shows TAKS, TAKS (Accommodated), TAKS-M and/or TAKS-Alt participation rates for all students in grades 3-11.

Tested: The percent of students who took one or more tests on any TAKS assessment.

Not Tested: The percent of students (in the grades tested) who did not take any test.

Absent: The percent of students who were absent for every test.

Other: The percent of students whose answer documents were coded with a combination of the "Not Tested" categories, or whose testing was disrupted by illness or other similar events.

LEP Exempt: The percent of students who received a limited English proficiency (LEP) exemption on every test.

Total Count: This represents the number of students who were in school during the spring 2011 TAKS administration and is roughly equivalent to enrollment in the grades tested. The official "enrollment" numbers in grades 3-11 will not match exactly the number of students tested because enrollment is counted in the fall and students are tested in the spring.

The **Tested** section is shown two ways:

By Test Version

TAKS (1 or more): This shows the percent of students who were tested on the TAKS only or in combination with TAKS (Accommodated), TAKS-M or TAKS-Alt.

Not on TAKS: This shows the percent of students who were tested on one or more TAKS (Accommodated), TAKS-M, or TAKS-Alt test only.

By Acct Status

Acct System: This shows the percent of students whose performance on the TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt was used to determine a school's and district's accountability rating. The performance reported in the 2010-11 AEIS reports is based on this subset of non-mobile students.

Non-Acct System: The percent of students in the grades tested with tests results that are not used in the accountability system for one of the following reasons:

- **Mobile:** This includes students who enrolled in the district or campus after late October (the fall PEIMS submission date).
- **Non-Acct Test:** This includes students who tested entirely in TAKS-Alt, with an alternative assessment code of '1' or '4,' for all tests administered.

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 3
Total Students: 1,847
Grade Span: 09 - 12
School Type: Secondary

: SAMPLE ISD
SAMPLE HIGH S
555444

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.2%	98.6%	96.7%									0%	67.5%
By Test Version														
TAKS (1 or more)	91.0%	91.3%	88.7%	90.6%									0%	57.8%
Not on TAKS	7.6%	6.8%	9.9%	6.1%									1%	9.6%
TAKS(Acc) Only	2.4%	1.4%	2.9%	2.2%									6%	2.4%
TAKS-M Only	3.1%	3.2%	3.4%	2.4%									3%	3.6%
TAKS-Alt Only	0.9%	1.1%	0.7%	0.9%									2%	0.0%
Combination	1.3%	1.2%	1.2%	0.7%									0%	3.6%
By Acct Status														
Acct System	94.0%	92.5%	93.5%	91.9%									7%	63.9%
Non-Acct System	4.6%	5.6%	5.1%	4.8%									3%	3.6%
Mobile	4.6%	5.6%	5.1%	4.8%									3%	3.6%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%									0%	0.0%
Not Tested	1.4%	1.8%	1.4%	3.3%									0%	32.5%
Absent	0.1%	0.1%	0.1%	0.1%									1%	0.0%
LEP Exempt	0.9%	0.8%	0.6%	1.6%									3%	26.5%
Other	0.4%	0.9%	0.5%	1.7%									7%	6.0%
Total Count	3,231,780	4,060	1,023	1,378									40	83
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	97.2%	98.7%	94.8%	96.3%	91.1%	98.0%	95.0%	91.4%	100.0%	100.0%	93.9%	93.8%	57.1%
By Test Version														
TAKS (1 or more)	90.8%	89.7%	89.0%	88				95.0%	91.4%	100.0%	93.3%	9.6%	85.5%	49.5%
Not on TAKS	7.8%	7.5%	9.7%	6				0.0%	0.0%	0.0%	6.7%	84.3%	8.3%	7.6%
TAKS(Acc) Only	2.3%	1.4%	3.4%	1				0.0%	0.0%	0.0%	0.0%	20.9%	1.8%	1.9%
TAKS-M Only	3.3%	3.9%	3.5%	3				0.0%	0.0%	0.0%	0.0%	40.9%	4.3%	5.7%
TAKS-Alt Only	0.8%	0.9%	0.7%	0				0.0%	0.0%	0.0%	0.0%	11.3%	1.0%	0.0%
mbination	1.3%	1.2%	1.6%	0.9%	1.1%	0.9%	0.7%	0.0%	0.0%	0.0%	6.7%	11.3%	1.1%	0.0%
cct Status														
t System	90.0%	85.7%	90.1%	85.1%	82.7%	83.5%	90.9%	93.3%	82.9%	100.0%	100.0%	37.4%	84.9%	50.5%
-Acc					6%	7.6%	7.1%	1.7%	8.6%	0.0%	0.0%	56.5%	8.9%	6.7%
bile					3%	5.0%	5.6%	1.7%	8.6%	0.0%	0.0%	4.3%	3.6%	1.0%
n-Ac					4%	2.6%	1.5%	0.0%	0.0%	0.0%	0.0%	52.2%	5.3%	5.7%
este					7%	8.9%	2.0%	5.0%	8.6%	0.0%	0.0%	6.1%	6.2%	42.9%
ent					9%	0.6%	1.0%	0.0%	0.0%	0.0%	0.0%	2.6%	0.5%	0.0%
LEP Exe					0%	5.4%	0.5%	3.3%	2.9%	0.0%	0.0%	0.0%	3.3%	32.4%
Other					8%	3.0%	0.5%	1.7%	5.7%	0.0%	0.0%	3.5%	2.4%	10.5%
Total Cou					352	539	408	60	35	7	15	115	870	105

A sum of the percents shown may not equal exactly 100 due to rounding and/or missing information.

TAKS Raw Scores for Spring 2011 Tests

Spring 2011 TAKS Reading (English) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Reading (English)	**Grade 3**	Met Standard	36	22	61%
		Commended Performance		33	92%
	Grade 4	Met Standard	40	27	68%
		Commended Performance		37	93%
	Grade 5[1]	Met Standard	42	30	71%
		Commended Performance		39	93%
	Grade 6	Met Standard	42	30	71%
		Commended Performance		39	93%
	Grade 7	Met Standard	48	31	65%
		Commended Performance		44	92%
	Grade 8[1]	Met Standard	48	35	73%
		Commended Performance		45	94%
	Grade 9	Met Standard	42	27	64%
		Commended Performance		37	88%

Spring 2011 TAKS Reading (Spanish) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Reading (Spanish)	**Grade 3**	Met Standard	36	21	58%
		Commended Performance		32	89%
	Grade 4	Met Standard	40	26	65%
		Commended Performance		36	90%
	Grade 5[1]	Met Standard	42	27	64%
		Commended Performance		37	88%

Spring 2011 TAKS English Language Arts Performance Standards[2]

		Standard	Total Points Possible	Number Correct	Percent Correct
English Language Arts	**Grade 10**	Met Standard	73	43	59%
		Commended Performance		64	88%
	Grade 11	Met Standard	73	42	58%
		Commended Performance		63	86%

The numbers and percents shown on this table are based on the first administration of the spring 2011 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2011 TAKS Mathematics (English) Performance Standards

Mathematics (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Met Standard	40	26	65%
		Commended Performance		37	93%
	Grade 4	Met Standard	42	27	64%
		Commended Performance		39	93%
	Grade 5[1]	Met Standard	44	28	64%
		Commended Performance		40	91%
	Grade 6	Met Standard	46	28	61%
		Commended Performance		42	91%
	Grade 7	Met Standard	48	27	56%
		Commended Performance		43	90%
	Grade 8[1]	Met Standard	50	29	58%
		Commended Performance		45	90%
	Grade 9	Met Standard	52	28	54%
		Commended Performance		44	85%
	Grade 10	Met Standard	56	32	57%
		Commended Performance		50	89%
	Grade 11	Met Standard	60	31	52%
		Commended Performance		53	88%

Spring 2011 TAKS Mathematics (Spanish) Performance Standards

Mathematics (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Met Standard	40	28	70%
		Commended Performance		37	93%
	Grade 4	Met Standard	42	30	71%
		Commended Performance		38	90%
	Grade 5[1]	Met Standard	44	32	73%
		Commended Performance		40	91%

Spring 2011 TAKS Writing (Spanish) Performance Standards[3]

Writing (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 4	Met Standard	32	15	47%
		Commended Performance		26	81%

The numbers and percents shown on this table are based on the first administration of the spring 2011 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2011 TAKS Writing (English) Performance Standards[3]

		Standard	Total Points Possible	Number Correct	Percent Correct
Writing (English)	**Grade 4**	Met Standard	32	17	53%
		Commended Performance		28	88%
	Grade 7	Met Standard	44	22	50%
		Commended Performance		38	86%

Spring 2011 TAKS Social Studies Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Social Studies	**Grade 8**	Met Standard	48	21	44%
		Commended Performance		40	83%
	Grade 10	Met Standard	50	25	50%
		Commended Performance		43	86%
	Grade 11	Met Standard	55	24	44%
		Commended Performance		47	85%

Spring 2011 TAKS Science (English) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Science (English)	**Grade 5**	Met Standard	40	30	75%
		Commended Performance		37	93%
	Grade 8	Met Standard	50	33	66%
		Commended Performance		44	88%
	Grade 10	Met Standard	55	33	60%
		Commended Performance		49	89%
	Grade 11	Met Standard	55	29	53%
		Commended Performance		49	89%

Spring 2011 TAKS Science (Spanish) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Science (Spanish)	**Grade 5**	Met Standard	40	31	78%
		Commended Performance		37	93%

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[1] First administration TAKS and TAKS (Accommodated) standards.

[2] An essay rating of 2 or higher is required for Met Standard on the English Language Arts tests.

[3] An essay rating of 2 or higher is required for Met Standard and an essay rating of 3 or higher is required for *Commended Performance* on the grades 4 and 7 writing tests.

The numbers and percents shown on this table are based on the first administration of the spring 2011 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

PBM Special Education Monitoring Results Status

The system of special education monitoring is aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for special education programs; disproportionate student representation based on race or ethnicity or on limited English proficiency; and disciplinary actions. District and charter special education data are reviewed regularly as are complaints filed with TEA about special education services. For further information or questions about this status, please contact the Program Monitoring and Interventions Division at (512) 463-5226. The "as of date" for the statuses reported in the 2010-11 AEIS report is October 2011.

The definitions of each program status category are:

- *Local Interventions Implemented*. The LEA completed a local review process by a specified date as required in Stage 1A Intervention and retained materials and templates at the LEA.
- *Completed: Routine Follow-up*. The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the CIP.
- *Completed: Noncompliance Follow-up*. The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.
- *Pending CIP Resubmission*. TEA review determined that one or more areas of the CIP did not meet minimum TEA requirements, and revision was necessary.
- *Pending TEA On-Site Action*. TEA review determined that: appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of the CIP, could not be verified through LEA documentation; imminent program performance and/or effectiveness concerns exist; and/or ongoing noncompliance for more than one year is identified, resulting in an on-site review to determine additional TEA intervention.
- *TEA On-Site Action Completed: Routine Follow-up*. TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised a CIP. TEA will monitor implementation of the CIP.
- *TEA On-Site Action Completed: Noncompliance Follow-up*. TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised a CIP that includes actions to address noncompliance with program requirements. TEA will monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.
- *Year After TEA On-Site Action: Routine Follow-up*. TEA completed an on-site review of the LEA program in the prior year. As a result, the LEA implemented and/or revised a CIP that continued throughout the subsequent year. TEA continues to monitor implementation of the CIP.
- *Year After TEA On-Site Action: Noncompliance Follow-up*. TEA completed an on-site review of the LEA program during the prior year. As a result the LEA implemented and/or revised a CIP

that included actions to address noncompliance with program requirements, and the CIP continued throughout the subsequent year. TEA continues to monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.

- *Year After TEA On-Site Action: Pending Report*. TEA has completed an on-site review of the LEA program. The on-site review report of findings is pending.
- *Year After TEA On-Site Action: Pending CIP Submission*. TEA has completed an on-site review of the LEA program. The LEA is developing a CIP that includes actions to address noncompliance with program requirements.
- *TEA On-Site Action Completed: Oversight/Sanction/Intervention*. TEA has completed an on-site review of the LEA program. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; and/or CIP implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.
- *Pending Random Data Verification*. Regardless of whether a stage of intervention initially was assigned, an LEA may be subject to random selection for data review to ensure the integrity of monitoring system data and appropriate implementation of the program.
- *Pending Random Process Verification*. Regardless of review results or stage of intervention, an LEA may be subject to random selection for process review to ensure the integrity of the implementation of the monitoring system, including data reporting and accuracy of findings.
- *Oversight/Sanction/Intervention*. TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second CIP submission of an LEA at Stage 1, Stage 2, or Stage 3 Intervention was not adequate; (b) the CIP of an LEA at Stage 4 Intervention was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) CIP implementation was not proceeding as appropriate for any LEA; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.
- *On-Site Intervention Assigned*. TEA has assigned a technical assistance team, special purpose monitor, conservator, or management team to oversee correction of noncompliance and/or implementation of program and monitoring requirements.
- *LEA Closure*. The LEA was closed as a result of TEA sanctions.
- *Proposed Charter Non-Renewal*. The charter school has been notified of TEA's intent not to renew the charter.
- *Charter Operations Suspended*. The operations of the charter school were suspended by the Commissioner of Education or by the governing board of the charter school.
- *In Review*. TEA had not completed initial review of the information submitted by the LEA.

No status is shown for LEAs not selected for PBM intervention for special education program areas.

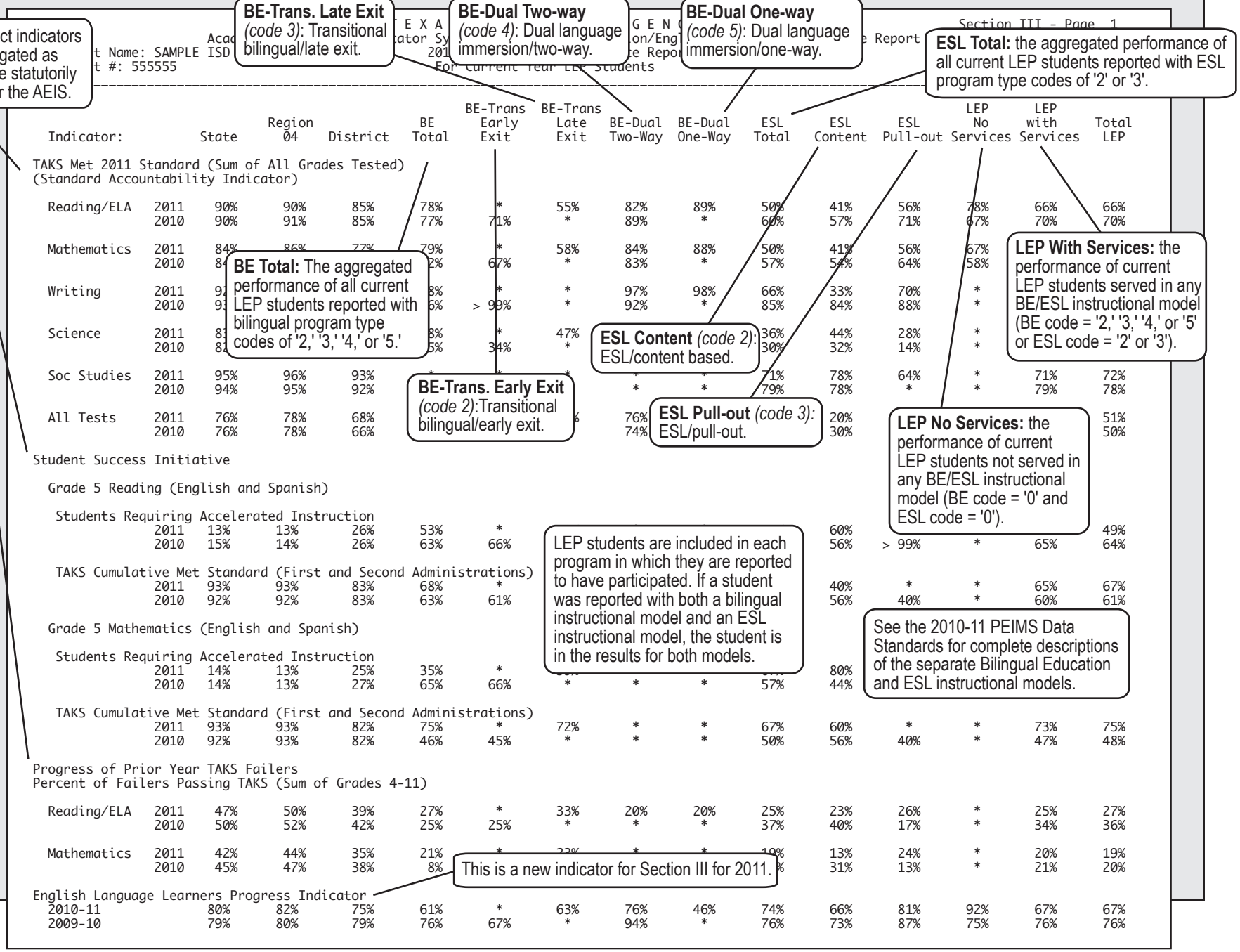
Detailed Summary of English Language Learners Progress Measure

Indicator Components	Details	
Assessments	TAKS, TAKS (Accommodated), TAKS-M, & TELPAS	
Subjects, Grades, Test Language	Reading/ELA in grades 3-11 in English *(TAKS/TAKS (Accommodated)/TAKS-M)* Reading component in grades 3-11 (*TELPAS*) If a student takes any combination of these tests, the best result is evaluated. If a student takes a Spanish version of TAKS and also takes TELPAS, only the TELPAS result is evaluated.	
Students	Current and monitored* LEP students enrolled in at least their second year in U.S. schools and tested in at least one of the assessments listed above (and not tested on any TAKS-Alt assessments). For the assessments and LEP students specified, the performance of students served in special education is included. **A monitored LEP student is a student in his/her first or second year after exit from LEP status, as coded on their TAKS answer document.*	
Student Success Initiative	Grades 5 & 8 – includes first and second administration results (TAKS, TAKS (Accommodated), & TAKS-M)	
Years of Data *(Test Administration Used)*	TELPAS progress – 2011 and 2010 TELPAS met standard – 2011 TAKS/TAKS(Accommodated)/TAKS-M met standard – 2011	
Accountability Subset	The district indicator includes test results for students who were enrolled in the district in the fall and tested in the same district in the spring. The campus indicator includes students who were enrolled on the campus in the fall and tested in the same campus in the spring.	
Texas Projection Measure (TPM)	The TPM is not available for determining 2011 ratings.	
Progress Criteria	1) *Met Standard* on the TAKS/TAKS(Accommodated)/TAKS-M test, or 2) Met TELPAS criteria. (TELPAS criteria vary depending on years in U.S. schools and whether first time or previous TELPAS tester. *See TELPAS Criteria, below.*)	
TELPAS Criteria **	*1st time tester*	*Previous tester*
1st Year in U.S. Schools	Not Evaluated	Not Evaluated
2nd Year in U.S. Schools	*Intermediate* or higher	At least one level higher than the previous year or *Advanced* or higher
3rd Year in U.S. Schools	*Advanced* or higher	*Advanced* or higher
4 or more years in U.S. Schools	*Advanced High*	*Advanced High*
Monitored LEP students first or second year after exit from LEP status	N/A (Only TAKS evaluated.)	N/A (Only TAKS evaluated.)

** If years in U.S. schools is blank on the answer document, the student must achieve Advanced or higher to meet the TELPAS criteria.

For more information on the ELL Progress Indicator, see the *Frequently Asked Questions* at http://www.tea.state.tx.us/perfreport/resources/index.html

Bilingual Education/English as a Second Language Report



These select indicators —disaggregated as shown—are statutorily required for the AEIS.

BE-Trans. Late Exit *(code 3)*: Transitional bilingual/late exit.

BE-Dual Two-way *(code 4)*: Dual language immersion/two-way.

BE-Dual One-way *(code 5)*: Dual language immersion/one-way.

ESL Total: the aggregated performance of all current LEP students reported with ESL program type codes of '2' or '3'.

BE Total: The aggregated performance of all current LEP students reported with bilingual program type codes of '2,' '3,' '4,' or '5.'

LEP With Services: the performance of current LEP students served in any BE/ESL instructional model (BE code = '2,' '3,' '4,' or '5' or ESL code = '2' or '3').

ESL Content *(code 2)*: ESL/content based.

BE-Trans. Early Exit *(code 2)*:Transitional bilingual/early exit.

ESL Pull-out *(code 3)*: ESL/pull-out.

LEP No Services: the performance of current LEP students not served in any BE/ESL instructional model (BE code = '0' and ESL code = '0').

LEP students are included in each program in which they are reported to have participated. If a student was reported with both a bilingual instructional model and an ESL instructional model, the student is in the results for both models.

See the 2010-11 PEIMS Data Standards for complete descriptions of the separate Bilingual Education and ESL instructional models.

This is a new indicator for Section III for 2011.

Glosario
del
Sistema de Índices de Excelencia Académica
Reporte 2010-11

ACCOUNTABILITY RATING – Clasificación escolar.- Esto se refiere a las clasificaciones *(ratings)* asignadas a los distritos escolares y las escuelas públicas del estado de Texas a través del sistema de responsabilidad educativa *(accountability system)* del 2011. El progreso académico de los distritos escolares y las escuelas públicas se evalúa anualmente por medio de su desempeño en la prueba TAKS, el desempeño sobresaliente, la tasa de finalización *(completion rate)*, el índice de deserción escolar y el progreso de los estudiantes que están aprendiendo inglés (ELL). Los posibles niveles de clasificación son:

- *Exemplary* – Ejemplar;
- *Recognized* – Reconocida;
- *Academically Acceptable* – Académicamente Aceptable;
- *Academically Unacceptable* – Académicamente No Aceptable;
- *Not* Rated: *Other* – No clasificada: Otra; y
- *Not Rated: Data Integrity Issues* – No clasificada: problemas de integridad de datos

Las clasificaciones mencionadas aplican a los distritos (incluyendo a operadores de las escuelas charter) y escuelas clasificadas bajo los protocolos del sistema de responsabilidad educativa *(standard accountability procedures)*.

Adicionalmente, se han expedido clasificaciones correspondientes al sistema de responsabilidad de educación alternativa (AEA, *alternative education accountability*) a escuelas regulares y charter que han sido registradas para ser evaluadas bajo los procesos de AEA. Las clasificaciones posibles son las siguientes:

- *AEA: Academically Acceptable* – AEA: Académicamente Aceptable;
- *AEA: Academically Unacceptable* – AEA: Académicamente No Aceptable; y
- *AEA: Not Rated – Other* – AEA: No clasificada-Otro
- *AEA: Not rated – Data Integrity Issues* – AEA: No clasificada – Asuntos de integridad de la información

Para mayor información del sistema de responsabilidad educativa vea El Manual del Sistema de Responsabilidad Educativa del 2010 *(2010 Accountability Manual)* que se encuentra en

http://ritter.tea.state.tx.us/perfreport/account/2011/manual/

ACCOUNTABILITY SUBSET – Subgrupo de responsabilidad educativa.- Este índice se refiere al grupo de estudiantes que se mantiene fijo en las escuelas cuyo progreso en la prueba TAKS, su progreso sobresaliente y el índice de progreso de los ELL se utiliza para determinar la clasificación de una escuela o de un distrito. Los subgrupos han sido calculados de la siguiente manera:

Campus -level accountability subset- Subgrupo de responsabilidad educativa a nivel del plantel escolar.- Si un estudiante estuvo en una escuela el 29 de octubre de 2010 pero se cambió a otra escuela antes de la prueba, los resultados del desempeño de tal estudiante fueron excluidos del subgrupo de responsabilidad educativa para ambas escuelas, ya sea que éstas estaban en el mismo o en diferentes distritos. Las escuelas son responsables solamente por los estudiantes reportados como inscritos en el otoño y examinados en el mismo plantel escolar en el segundo semestre.

District -level accountability subset.- *Subgrupo de responsabilidad educativa a nivel del distrito escolar*.- Si un estudiante estuvo en un distrito el 29 de octubre de 2010, pero se cambió a otro distrito antes de la prueba, los resultados del desempeño de este estudiante fueron excluidos del subgrupo de responsabilidad educativa para ambos distritos. Sin embargo, si el estudiante se cambió de escuela dentro del mismo distrito, los resultados de su desempeño se incluyeron en los resultados de tal distrito, aun cuando éste no cuenta para ninguna de las dos escuelas. Esto significa que los resultados del progreso académico del distrito no son necesariamente equivalentes a la suma de los resultados para las escuelas.

El reporte de la participación en las pruebas TAKS incluido en el reporte AEIS, muestra el porcentaje de estudiantes examinados de una escuela o un distrito que se cambiaron de un lugar a otro y que no se incluyeron en el subgrupo de responsabilidad educativa *(accountability subset)*. Para información adicional y ejemplos de cómo se determina el subgrupo de responsabilidad educativa *(accountability subset)* vea el capítulo 2 del Manual del Sistema de Responsabilidad Educativa 2011 *(2011 Accountability Manual); también vea Mobile* (Movilidad), *TAKS Participation (*Participación en TAKS) y el apéndice E.

ADOPTED TAX RATE (CALENDAR YEAR 2010) – Tasa de impuestos adoptada (año calendario 2010) *(Índices del Distrito solamente)***.-** Esta es la tasa de impuestos localmente adoptada para el año escolar 2010. La tasa total de impuestos adoptada (total adopted rate) está compuesta de la tasa de operación y mantenimiento *(maintenance and operation rate – M&O)* y la tasa de pagos de deuda de servicios *(debt service rate)* (ésta a veces se conoce como los fondos para los intereses y de ahorro para futuras deudas – *Interest and Sinking fund rate)*. Estas cifras son expresadas por cada $100 dólares de valor gravable. Los impuestos basados en dicha tasa debieron ser pagados por los contribuyentes a principios del año 2011. El valor estatal reportado para la tasa de impuestos adoptada *(adopted tax rates)* es simplemente el promedio de todas las tasas de los distritos escolares. *(Fuente: Contralor de Finanzas Públicas del Estado de Texas (Texas Comptroller of Public Accounts), julio del 2011)*

ADVANCED COURSES /DUAL ENROLLMENT COMPLETION – Cursos avanzados /Finalización de cursos de registro dual.- Esta tasa está basada en el número de estudiantes quienes completan y reciben crédito para por lo menos un curso académico avanzado entre el 9º y el 12º grado. Los cursos avanzados incluyen cursos bajo registro dual *(dual enrollment)*. Los cursos de registro dual son aquellos por los cuales un estudiante obtiene créditos de preparatoria y universitarios. La descripción de quién recibe crédito por cual curso universitario se encuentra bajo el Código Administrativo de Texas §74.25:

> (b) Para ser considerado elegible para inscribirse y recibir crédito para los requisitos estatales de graduación, un estudiante debe de obtener el consentimiento del director de su preparatoria o de otros oficiales designados por el distrito escolar. El curso por el cual un estudiante recibe crédito debe proveer instrucción académica avanzada superior, o de mayor profundidad en el conocimiento o destrezas ofrecidos por el curso equivalente de preparatoria.

El *apéndice C* provee una lista de todos los cursos avanzados. Este no contiene los cursos que son exclusivamente de registro dual ya que estos cursos son distintos de escuela a escuela y podrían incluir una gran mayoría de todos los cursos de preparatoria.

Cuando los estudiantes finalizan estos cursos, esta información se reporta al PEIMS (Sistema Informático de la Educación Pública/*Public Education Information Management System)* luego del cierre del año escolar. El cálculo de estos valores se expresa en porcentajes y se realiza de la siguiente manera:

$$\frac{\text{número de estudiantes del } 9^{\underline{o}} \text{ al } 12^{\underline{o}} \text{ grado con créditos en por lo menos un curso avanzado o curso de registro dual en 2009-10}}{\text{número de estudiantes del } 9^{\underline{o}} \text{ al } 12^{\underline{o}} \text{ grado quienes completaron al menos un curso en 2009-10}}$$

Las escuelas y los distritos escolares pueden calificar para el Reconocimiento Dorado del Progreso Académico *(Gold Performance Acknowledgment)* debido a las tasas que muestran los cursos avanzados o duales completados. Para más detalles sobre el Reconocimiento Dorado del Progreso Académico vea el capítulo 5 del Manual del Sistema de Responsabilidad Educativa del 2011 *(2011 Accountability Manual).*

Los estudiantes en educación especial están incluidos en los resultados tanto para las escuelas como los distritos y los grupos individuales de estudiantes. Con el propósito de facilitar su comparación, hemos incluido las tasas de finalización de cursos avanzados *(Advanced course completion rates)* para el año anterior 2008-09. Vea también el apéndice C – Lista de Cursos Avanzados*. (Fuente: PEIMS, junio de 2010, junio de 2009)*

ADVANCED PLACEMENT EXAMINATIONS – Exámenes de colocación avanzada.- Vea *AP/IB Results* (Resultados del AP/IB).

ALL FUNDS – Todos los fondos.- La información financiera se muestra de acuerdo con el tipo de fondo *(fund type)* (solo para *todos los fondos* y los *fondos generales—general fund only, all funds)*. Todos los fondos *(All Funds)* consisten de cuatro grupos fundamentales de fondos: Fondo General *(General Fund)* (código 101-199 y 420), Fondos Especiales del Ingreso *(Special Revenue Funds)* (códigos 200/300/400), Fondo de Servicio de Deuda *(Debt Service Funds)* (código 599) y Fondo Principal para Proyectos *(Capital Projects Funds)* (códigos 601 y 699). Este también incluye el Fondo de Empresa *(Enterprise Fund)*, el Fondo para el Desayuno y el Almuerzo Escolar *(National School Breakfast and Lunch Program)* (código 701). Dentro de los fondos generales *(general funds),* el código 420—El Programa para asignar fondos a las escuelas *(Foundation School Program)* y Otra Ayuda Estatal *(Other State Aid)*—se utiliza solamente por las escuelas charter.

Note que estos datos financieros reportados por cada fondo son datos *reales actuales* y no *presupuestados (actual expenditures not budgeted).* La información es del año previo (2009-10). Vea también el apéndice B. *(Fuente: PEIMS, marzo del 2011)*

ANNUAL DROPOUT RATE – Tasa anual de deserción escolar.- Se muestran tres indicadores para la tasa de deserción escolar:

(1) *Annual Dropout Rate (Gr 7-8)-Tasa anual de deserción (solamente 7º y 8º grado)*.- Esta tasa se utiliza para determinar la clasificación de responsabilidad escolar de la escuela bajo los procedimientos regulares (las escuelas que tienen uno o los dos grados) o la clasificación del distrito. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes en } 7^{o} \text{ y } 8^{o} \text{ grado quienes desertaron durante el año escolar 2009-10}}{\text{número de estudiantes en } 7^{o} \text{ y } 8^{o} \text{ grado que asistieron a la escuela durante cualquier periodo del año escolar 2009-10}}$$

(2) *Annual Dropout Rate (Gr 7-12) - Tasa anual de deserción (7º y 12º grado)*.- Esta tasa es utilizada para determinar la clasificación de una escuela o un operador charter bajo los procedimientos del sistema de educación alternativa *(AEA alternative education accountability)* para escuelas regulares o charter que tienen uno o más de estos grados. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes en } 7^{o} - 12^{o} \text{ grado que desertaron durante el año escolar 2009-10}}{\text{número de estudiantes en } 7^{o} - 12^{o} \text{ grado que asistieron a la escuela durante cualquier periodo del año escolar 2009-10}}$$

(3) *Annual Dropout Rate (Gr 9-12)-Tasa anual de deserción (9º y 12º grado)*.- Esta medida muestra la tasa de deserción escolar para los grados de preparatoria. Solamente es un dato con el propósito de proveer información. No se utiliza para efectos de determinar la clasificación de responsabilidad escolar. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes en } 9^{o} - 12^{o} \text{ grado que desertaron durante el año escolar 2009-10}}{\text{número de estudiantes en } 9^{o} - 12^{o} \text{ grado que asistieron a la escuela durante cualquier periodo del año escolar 2009-10}}$$

Las tres tasas anuales aparecen en los reportes del AEIS a nivel del distrito, la región y el estado. Los reportes para las escuelas preparatorias evaluadas bajo los procedimientos estándares muestran las tasas para los grados 7º y 8º y los grados 9º – 12º. Los reportes para las escuelas preparatorias evaluadas bajo los procedimientos de AEA muestran las tasas para los grados 7º y 8º y los grados 7º - 12º.

Note que en todos los cálculos de las tres tasas anuales de deserción anual se utiliza una participación acumulativa en el denominador. Este método de cálculo del índice de deserción escolar neutraliza los efectos de la movilidad estudiantil al incluir en el denominador a cada estudiante que estuvo presente en algún momento en la escuela o distrito durante el año escolar, sin importar cuánto tiempo estuvo presente. Para una descripción más detallada de las tasas de deserción escolar, vea el reporte de Finalización y Deserción Escolar en las Escuelas Públicas Secundarias (Preparatorias) de Texas 2009-2010 (*Secondary School Completion and Dropouts in Texas Public Schools, 2009-10 reports)* disponible en

http://www.tea.state.tx.us/index4.aspx?id=4080

Vea también *Dropouts* (Deserción Escolar) y *Leaver Record* (Registro de Provisión). *(Fuente: PEIMS, octubre 2009, octubre 2010 y junio 2010)*

AP/IB RESULTS – Resultados del AP/IB.- Estos son los resultados de los Exámenes de Colocación Avanzada (AP) de La Mesa Directiva Universitaria *(College Board Advanced Placement (AP) examinations)* y el Examen del Programa para alcanzar un diploma del Bachillerato Internacional *(IB)* para los estudiantes de escuelas públicas de Texas quienes los tomaron durante un dado año escolar. Los estudiantes de preparatoria pueden tomar uno o más de estos exámenes, idealmente al finalizar los cursos AP o IB y pueden ser elegibles para recibir cursos avanzados o créditos universitarios *(college)* o ambos cuando los estudiantes

sean aceptados en un colegio o universidad. En general, los colegios y las universidades darán crédito o les brindaran cursos avanzados a los estudiantes que sacaron 3, 4 ó 5 en exámenes de AP y a los que sacaron 4, 5, 6 ó 7 en los exámenes del IB. Los requisitos varían por universidad y por materia en la que fueron examinados.

Tres valores se calculan para este indicador:

(1) *Tested- Examinados*.- Este es el porcentaje de estudiantes en 11º y 12º grado quienes tomaron al menos un examen AP o IB:

$$\frac{\text{número de estudiantes en 11º y 12º grado quienes tomaron al menos un examen AP o IB}}{\text{número de estudiantes no participantes de educación especial en 11º y 12º grado}}$$

El denominador de la ecuación (1) no incluye estudiantes en el 11º y 12º grado quienes están bajo programas de educación especial; sin embargo, todos los estudiantes quienes han tomado por lo menos una vez un examen AP o el IB están incluidos en el numerador. El desempeño de los estudiantes de educación especial se incluye en el numerador y el denominador de las otras ecuaciones.

2) *Examinees >= Criterion-Examinados >= calificación criterio*.- Porcentaje de los examinados que por lo menos lograron un resultado en AP o IB con la puntuación requerida mínima o más alta (3 en AP o 4 en IB):

$$\frac{\text{número de estudiantes en 11º y 12º grado con 3 o más en el AP o 4 o más en el IB}}{\text{número total de examinados AP o IB en 11º y 12º grado}}$$

(3) *Scores >= Criterion - calificaciones >= calificación criterio*.-Muestra el porcentaje de estudiantes con calificaciones iguales o superiores a la calificación criterio. (3 en el AP y 4 en el IB):

$$\frac{\text{número de calificaciones iguales o superiores a la calificación criterio en AP e IB en 11º y 12º grado}}{\text{número total de calificaciones en AP e IB en 11º y 12º grado}}$$

Tanto escuelas como distritos escolares pueden calificar para el Reconocimiento Dorado de Progreso Académico *(Gold Performance Acknowledgment)* por la participación y desempeño en los resultados en AP/IB (medidas (1) y (2) antedichas). Para más detalles sobre el Reconocimiento Dorado del Progreso Académico vea el Manual del Sistema de Responsabilidad Educativa del 2011 *(2011 Accountability Manual)*. Vea *Criterion Score* (Calificación Criterio). (*Fuente: College Board – La Mesa Directiva Universitaria, agosto 2010, enero 2010; La organización del Bachillerato Internacional agosto 2010, agosto 2009; y PEIMS, octubre 2010 y octubre 2009)*

ARD – Comité ARD.- Se refiere al Comité ARD —*Admission, Review, and Dismissal (ARD)*, el cual está encargado de determinar el plan educativo de cada estudiante en educación especial. Vea *Special Education* (Educación Especial) y *TAKS Participation Report* (Reporte de la Participación en la prueba TAKS).

AT-RISK – A riesgo de desertar sus estudios.- Un estudiante se considera estar "a riesgo" de dejar la escuela *(at risk of dropping out of school)* basado en el criterio o la definición estatal (§TEC 29.081). Este estatus de riesgo se obtiene del récord del PEIMS 110. El porcentaje de

estudiantes a riesgo se calcula como la suma de estudiantes clasificados como a riesgo de dejar la escuela *(at risk)*, dividido por el número total de estudiantes inscritos *(in membership)*:

$$\frac{\text{número de estudiantes clasificados “a riesgo” } \textit{(at-risk)}}{\text{número total de estudiantes}}$$

La columna que muestra el desempeño académico de estos estudiantes se presenta en los reportes del estado, distrito y región. Aunque esta columna no está disponible en los reportes a nivel del plantel escolar, los números de estos estudiantes se reportan en la sección perfil *(profile section)* a nivel de escuela (también para los niveles de distritos, región y estado).

Los criterios establecidos por ley para recibir el estatus de estudiante ‘a riesgo’ incluyen todos los estudiantes menores de 21 años de edad y quienes:

1) no han avanzado de un grado al siguiente durante uno o más años escolares;
2) están en 7º, 8º, 9º, 10º, 11º ó 12º grados y no mantuvieron un promedio equivalente a 70 en una escala de 100 en dos o más materias en el currículo fundamental *(foundation currículum)* durante un semestre en el año escolar actual o previo o no están manteniendo tal promedio en dos o más materias en el currículo fundamental durante el semestre actual;
3) no se desempeñaron satisfactoriamente en el examen *(assessment instrument)* administrado a los estudiantes bajo el código TEC Subcapítulo B, Capítulo 39 y que en el año escolar previo o en el actual no se desempeñaron en tal examen (o en otro examen apropiado) a un nivel igual de por lo menos 110 por ciento del nivel de desempeño satisfactorio en tal examen;
4) están en pre-kindergarten, kindergarten o en el 1º, 2º ó 3er grado y no se desempeñaron satisfactoriamente en el examen preparativo *(readiness test or assessment instrument)* administrado durante el año escolar actual;
5) están embarazadas o son padres/madres de familia;
6) han sido colocados en un programa de educación alternativa de acuerdo con el código §TEC 37.006 durante el año escolar previo o actual;
7) han sido expulsados de acuerdo con el código §TEC 37.007 durante el año escolar previo o actual;
8) están actualmente en libertad condicional, período de prueba, procesamiento jurídico deferido *(deferred prosecution)* o cualquier otra forma de libertad *(release)* condicional;
9) fueron previamente reportados en el PEIMS como que dejaron sus estudios y desertaron la escuela;
10) son estudiantes con dominio limitado del inglés *(limited English proficiency)* de acuerdo con la definición del código educativo §TEC 29.052;
11) están bajo la custodia o el cuidado del Departamento de Protección y Servicios Regulatorios *(Department of Protective and Regulatory Services)* o han (durante el año escolar actual) sido referidos a dicho departamento por un oficial de la escuela, un oficial

de la corte o tribunal de menores *(juvenile)* o un oficial de la ley *(law enforcement official)*;

12) no tienen hogar *(homeless)* de acuerdo con la definición del código 42 U.S.C. Sección 11302 y subsecuentes modificaciones *(amendments)*; o

13) residieron durante el año escolar previo o durante el actual en una institución residencial *(placement facility)* del distrito, incluyendo una institución de detención, una institución para el tratamiento por abuso de sustancias *(abuse treatment facility)*, un refugio de emergencia *(emergency shelter)*, hospital psiquiátrico, casa de rehabilitación "halfway" *(half-way house)* o casa de amparo de grupos *(foster group home)*.

(Fuentes: PEIMS, octubre de 2010; Código Educativo, 81ª Legislatura Estatal de Texas)

ATTENDANCE RATE – TASA de asistencia.- La tasa de asistencia reportada en el AEIS está basada en la asistencia estudiantil del año entero. Solamente se incluyen en estos cálculos los estudiantes en los grados del 1 al 12. La asistencia se calcula de la siguiente manera:

$$\frac{\text{número total de días en que los estudiantes estuvieron presentes en 2009-10}}{\text{número total de días en que los estudiantes participaron } \textit{(membership)} \text{ en el programa en 2009-10}}$$

Tanto las escuelas como los distritos escolares pueden calificar para el Reconocimiento Dorado del Progreso Académico *(Gold Performance Acknowledgment)* debido a las tasas de asistencia. Para más detalles sobre el Reconocimiento Dorado del Progreso Académico o el Manual del Sistema de Responsabilidad Educativa del 2011 *(2011 Accountability Manual)*. Las tasas de asistencia se incluyen para los años 2009-10 y 2008-09. *(Fuente: PEIMS, junio de 2010 y junio 2009)*

AUXILIARY STAFF – Personal auxiliar.- (solamente en el Perfil del distrito)**.-** Muestra el número de personal que trabaja el equivalente a tiempo completo (FTE) cuyo papel no está especificado, pero PEIMS contiene este récord y aparece en la nómina. El número del personal auxiliar se refiere al porcentaje del personal total. Para el personal auxiliar, el FTE simplemente es el porcentaje trabajado del día de trabajo. *(Fuente: PEIMS, octubre de 2010)*

AVERAGE ACTUAL SALARIES *(regular duties only)* – **Promedio de salarios reales** *(deberes regulares solamente)*.- Para cada categoría de personal profesional, se divide el salario total entre el número de personal FTE que lo recibe. El salario real total se refiere únicamente al percibido por los deberes regulares y no incluye pagos suplementarios por ser entrenador, director de banda u orquesta o líder de algún club. Vea apéndice A para la lista de las clasificaciones y sus códigos que el PEIMS incluye en cada una de las siguientes categorías.

- *Maestros.* Incluye maestros, maestros con deberes especiales y maestros substitutos. Los maestros substitutos son personas que se contratan para remplazar a un maestro que ha renunciado, muerto o se ha despedido; o personas contratadas permanentemente según la necesidad.
- *Administración de la escuela*. Incluye directores, asistentes de director y otros administradores reportados con un ID específico de la escuela.
- *Administración a nivel central*. Incluye superintendentes, presidentes, oficiales ejecutivos, oficiales administrativos, gerentes, directores atléticos y otros administradores que se reportan con un ID de la oficina central y no de una escuela específica.

- *Profesionales de apoyo*. Incluye terapistas, enfermeras, bibliotecarias, consejeros y otro personal profesional de la escuela.

Un empleado a tiempo parcial con un salario de $30,000 tiene el equivalente de un salario a tiempo completo de $60,000. Todos los promedios de salarios se expresan como su equivalente a tiempo completo dividiendo la suma de los salarios actuales ganados por el total del equivalente de los salarios a tiempo completo. *(Fuente: PEIMS, octubre de 2010)*

AVERAGE TEACHER SALARY BY YEARS OF EXPERIENCE *(regular duties only)* – **Salario promedio de maestros según sus años de experiencia** (deberes regulares solamente)**.-** El salario de cada grupo de maestros por años de experiencia se divide entre el número de maestros FTE del grupo en cuestión. El salario real total (salario base) se refiere al pago por las tareas regulares y no incluye suplementos salariales. A los maestros que también tienen otros roles además de los de enseñar, solamente se le incluye en los cálculos del salario promedio de maestro la porción de tiempo y pago dedicado a las responsabilidades del salón de clases. *(Fuente: PEIMS, octubre de 2010)*

AVERAGE YEARS EXPERIENCE OF TEACHERS – Promedio de años de experiencia de los maestros.- Estos promedios *(weighted averages)* se obtienen multiplicando el FTE correspondiente a cada maestro por sus años de experiencia. La suma de dichas cantidades correspondientes a todos los maestros se divide por el número total FTE de los mismos, resultando en estos promedios. El promedio de años de experiencia es el número total de años (completos) de experiencia profesional de cada individuo en un distrito. *(Fuente: PEIMS, octubre de 2010)*

AVERAGE YEARS EXPERIENCE OF TEACHERS WITH DISTRICT – Promedio de años de experiencia de los maestros en el distrito.- Estos promedios *(weighted averages)* se obtienen multiplicando el FTE correspondiente a cada maestro por sus años de experiencia. La suma de dichas cantidades correspondientes a todos los maestros se divide por el número total de los maestros FTE, resultando en estos promedios. Esta tasa se refiere al nombramiento *(tenure) o sea* al número total de años completos que lleva empleado en el distrito en cuestión, ya sea que sus años de servicio hayan sido interrumpidos o no.

BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE REPORT *(District Performance only)*: **– Reporte de la educación bilingüe/Inglés como segundo idioma.** *(Desempeño del Distrito solamente)*- Durante la 80ª sesión legislativa (2007) se hicieron cambios al §TEC 39.051 que requieren a los distritos reportar desempeño en algunos indicadores seleccionados del AEIS segregados de acuerdo con los modelos de instrucción bilingüe y de ESL. Para acomodar este requisito, se añadió la sección III de los reportes AEIS, la cual muestra los indicadores de este desempeño requerido según estatuto segregado en doce columnas para los estudiantes identificados como LEP (limitaciones lingüísticas) en el año escolar actual.

Los estudiantes que en este momento están recibiendo servicios de programas de educación bilingüe (BE) o de inglés como segundo idioma (ESL) se presentan tanto como un total como segregados por modelo del programa de instrucción dentro de BE o ESL. También aparecen los resultados para los estudiantes que actualmente están clasificados LEP, pero que no reciben servicios de BE o de ESL y para los estudiantes LEP quienes reciben algún tipo de servicio.

Los indicadores que se muestran son: base del índice de responsabilidad para TAKS 2011; los índices SSI (medidas 1 y 2 solamente) y el *Progress of Prior Year Failers* (progreso de los que reprobaron el año anterior), solamente el porcentaje de los que pasaron y el progreso de los estudiantes que están aprendiendo inglés (ELL). La sección III tiene cuatro columnas que se repiten de la sección I: estado, región, distrito y total LEP.

La sección III se incluyó en los reportes AEIS del distrito, la región y el estado. La información ni se calcula ni se reporta a nivel de la escuela. Se muestran datos de dos años.

Para más información sobre la Sección III, vea el ejemplo en el apéndice I. Vea también *TAKS, Student Sucess Initiative* (Iniciativa para el Éxito Estudiantil) y el *Progress of Prior Year TAKS Failers (*Progreso de los estudiantes que reprobaron TAKS el año anterior) y el índice de progreso de los estudiantes que están aprendiendo inglés (ELL). Para las definiciones de los tipos de modelos de instrucción BE y de ESL, vea *PEIMS Data Standards*.

CAMPUS GROUP – Grupo de escuelas.- Cada escuela (o plantel escolar) tiene su propio grupo consistente de otras 40 escuelas (en cualquier lugar del estado) similares con respecto a seis características demográficas. Estos grupos de comparación de escuelas son provistos para que se pueda comparar el desempeño de esta escuela a otras escuelas con las que son semejantes demográficamente. Estos grupos de comparación *(comparison group)* se utilizan para determinar el Mejoramiento Comparable *(Comparable Improvement)* del Reconocimiento Dorado del Progreso Académico *(Gold Performance Acknowledgment)*.

Las variables demográficas utilizadas para construir los grupos de escuela de comparación incluyen aquellos definidos bajo estatuto así como otros que son estadísticamente relevantes al progreso académico. Estos son:

- el porcentaje de alumnos de origen afro-americano inscritos en 2010-11;
- el porcentaje de alumnos de origen hispano inscritos en 2010-11;
- el porcentaje de alumnos de origen anglo-europeo inscritos en 2010-11;
- el porcentaje de alumnos con desventaja económica inscritos en 2010-11;
- el porcentaje de alumnos con dominio limitado del inglés (LEP) inscritos en 2010-11; y
- el porcentaje de movilidad en el estudiantado *(mobile students)* determinado por la tasa de asistencia acumulativa de 2009-10.

Primeramente, las escuelas se agrupan por tipo (primaria, secundaria, preparatoria o de niveles múltiples). Luego, se determina la membresía del grupo basándose en las características predominantes de la escuela objetivo (*target school*). Por ejemplo asuma que la escuela tiene 40.5% de estudiantes afro-americanos, 20.9% de hispanos, 32.5% de anglo-europeos, 35.6% con desventaja económica, 11.2% con dominio limitado en el inglés y 21.7% de movilidad en el estudiantado. De estas características, la más sobresaliente (la cifra más numerosa) es el porcentaje de estudiantes de origen afro-americano; la siguiente es el porcentaje de estudiantes con desventaja económica, le sigue el porcentaje de estudiantes anglos, luego el porcentaje de movilidad en el estudiantado, luego el porcentaje de estudiantes hispanos, y finalmente, los estudiantes con dominio limitado en el inglés. Los siguientes pasos ilustran el proceso de identificación de los grupos de escuelas para comparar:

1er paso: Se identifican 100 planteles de preparatoria que tienen 40.5% de estudiantes afro-americanos;

2º paso: Se eliminan 10 escuelas del grupo inicial de 100 basándose en el hecho de que son las 10 escuelas cuyos valores son los más distantes a 35.6% de estudiantes con desventaja económica;

3er paso: Se eliminan 10 de las 90 escuelas sobrantes basándose en el hecho de que son las 10 escuelas cuyos valores son los más distantes a 32.5% de estudiantes anglo-europeos;

4º paso: Se eliminan 10 de las 80 escuelas sobrantes basándose en el hecho de que son las 10 escuelas cuyos valores son los más distantes a 21.7% de estudiantes con alta movilidad;

5º paso: Se eliminan 10 de las 70 escuelas sobrantes basándose en el hecho de que son las 10 escuelas cuyos valores son los más distantes a 20.9 % de hispanos;

6º paso: Se eliminan 10 de las 60 escuelas sobrantes basándose en el hecho de que son las 10 escuelas cuyos valores son los más distantes a 11.2% de estudiantes con dominio limitado en el inglés;

7º paso: Se eliminan 10 de las 50 escuelas sobrantes cuyos valores son los más distantes a 20.9% de hispanos y/o 32.5% de origen anglo-europeo; (Esta última reducción está basada en las características menos predominantes entre los cuatro grupos de estudiantes evaluados en el sistema de responsabilidad educativa *(accountability system):* afro-americanos, hispanos, anglo-europeos y estudiantes con desventaja económica).

El tamaño final del grupo es de 40 escuelas. Esta metodología crea un grupo de comparación único para cada escuela. Por favor note lo siguiente:

- Con esta metodología, las veces que una escuela aparece como miembro de diferentes grupos de escuelas varía.
- En casos en los que a cierta escuela le faltan datos con respecto a la movilidad en el estudiantado, la movilidad del distrito se utiliza como base de aproximación. Esto le sucede a escuelas durante su primer año de operación.
- Las escuelas que se clasifican bajo los procedimientos del Sistema de responsabilidad de educación alternativa (AEA) no tiene un grupo de escuelas.
- Las escuelas que se muestran como No clasificadas: otro (*Not Rated: Other)*, no tienen un grupo de escuelas.
- Los distritos no se agrupan.

En la sección de Progreso Académico *(Performance Section)* del reporte AEIS, el valor dado en la columna de Grupo de Escuelas (*Campus Group)* es el resultado medio *(median)* de los valores de este grupo de 40 escuelas para dicha escuela. (Este "punto medio" se encuentra a la mitad de la distribución total de resultados; es decir, en ambos lados de este punto o resultado medio, hallará la mitad de valores más altos y valores más bajos). En la sección de *Perfil* del reporte, el valor dado en la columna de Grupo de Escuelas es el *promedio (mean)*. Si un reporte presenta un signo de interrogación (?) en la columna Grupo de Escuelas, esto quiere decir que hubo muy pocas escuelas en el grupo de comparación (específicamente menos de 25

escuelas) como para tener seguridad estadística en los valores del resultado medio *(median)*. Tales cifras se consideran inestables como para proveer un valor preciso para comparar escuelas.

Vea el Mejoramiento Comparable (*Comparable Improvement)* y la Escala vertical de crecimiento (*Vertical Scale Growth*).

CAMPUS # – Número del plantel escolar.- Este número es una secuencia de 9 dígitos únicos que identifican al plantel que ha sido asignado a cada escuela pública del estado de Texas. Consiste de un número del condado (asignado alfabéticamente empezando con el 001 hasta el 254), seguido por el número del distrito (9_ _ se usa para distritos regulares, 8_ _ para los operadores charter) y la secuencia termina con el número del plantel (generalmente 00_ para preparatorias, 04_ para secundarias *(middle schools)* y 1_ _ para escuelas primarias).

CLASS SIZE AVERAGES BY GRADE AND SUBJECT – Tamaños promedio de la clase por grado y materia.-: Estos valores muestran el tamaño promedio para las clases de escuela primaria (por grado) y para las clases de escuela preparatoria (por materia) para algunas materias. Los distritos no reportan los tamaños promedio de las clases reales, pero comenzando con la recopilación de datos del PEIMS del 2010-11, los distritos ahora reportan los tamaños actuales de las clases a través del récord PEIMS 090 (Staff Responsability-Responsabilidad del personal). Ahora, cada record 090 es único para la escuela, personal, servicio y clase de acuerdo con el número de identificación de cada uno.

La metodología para determinar el tamaño promedio de una clase difiere dependiendo de si la clase es de primaria o de secundaria debido a las diferencias en la manera en que se reportan los dos tipos de horarios de los maestros. Para las clases de secundaria, cada combinación única de maestro y hora de la clase es contada como una clase. Los promedios se determinan al sumar el número de estudiantes (en una dada materia en la escuela) y se divide por el total calculado de las clases.

Para las clases de primaria, se considera el número de récords reportados para cada grado. Un maestro enseñando todas las materias al mismo grupo de estudiantes en el cuarto grado todo el día tendrá solo un récord indicando el número total de estudiantes en el cuarto grado. Sin embargo, un maestro de primaria quien enseña una sola materia a cinco secciones diferentes de cuarto grado cada día, tendrá cinco récords reportados por separado, cada uno con el número total individual de estudiantes quienes reciben estos servicios. Por ejemplo, un maestro de ciencias de 4º grado enseña 5 clases de ciencias cada día con 18, 20, 19, 21 y 22 estudiantes en cada una de esas clases. Esto es un total de 100 estudiantes que recibieron enseñanza en 5 secciones, 100 dividido entre 5 resulta que ese maestro tiene una clase promedio de 20 estudiantes.

Las siguientes reglas aplican al promedio de los tamaños de las clases:

1) las clases identificadas como que reciben servicio regular, compensatorio/de recuperación, dotados y talentosos, educación vocacional y tecnológica y estudiantes de honor están incluidas en los cálculos;

2) las materias en las áreas de artes del lenguaje de inglés, matemáticas, ciencias, estudios sociales, idiomas, ciencias de computación, educación comercial, educación vocacional y tecnológica, y las ofrecidas en clases de salón contenido *(self- contained)* están incluidas en los cálculos;

3) clases donde el número de estudiantes que reciben los servicios aparece reportado como cero no están incluidas;

4) códigos de servicios con el prefijo "SR" no están incluidos;

5) roles de maestros codificados como "maestro" y/o "maestro substituto" están incluidos.

6) solamente las clases codificadas como "clase regular" están incluidas en los cálculos;

7) conteos parciales FTE que faltan no están incluidos;

8) clases de primaria donde el número de estudiantes excede 100 no están incluidas.

COLLEGE ADMISSIONS TESTS – Pruebas de admisión a universidades.- Vea *SAT/ACT Results* (Resultados del SAT/ACT).

COLLEGE READINESS INDICATORS – Indicadores de preparación para universidad.- Estos índices se agrupan para dar una idea del nivel de preparación para universidad *(college preparedness)* que se ofrece en una preparatoria o para un distrito específico. Estos indicadores pueden ser usados por educadores en su esfuerzo para asegurar que los estudiantes sean capaces de desempeñarse en los cursos universitarios en instituciones de educación superior.

Los índices incluyen:

- *Advanced Course/Dual Enrollment Completion* —Finalización de cursos avanzados y de Registro dual;
- *Recommended High School Program/Distinguished Achievement Program Graduates*— Programa recomendado de preparatoria/Programa de logros distinguidos;
- *AP/IB Examination Results*—Resultados de los exámenes AP/IB;
- *Texas Success Initiative (TSI) Higher Education Readiness Component* –Iniciativa de Éxito para Texas–Componente de la preparación para la educación superior;
- *SAT/ACT Results*—Resultados de los exámenes de admisión universitaria SAT/ACT; y
- *College-Ready Graduates* – (graduados preparados para la universidad)

COLLEGE-READY GRADUATES – Graduados preparados para la universidad.-Para estar considerado como preparado para universidad según está definido por este indicador, el graduado debe cumplir con los criterios de preparación en la prueba del último nivel de TAKS (TAKS exit-level test) o el examen SAT o el ACT. Los criterios para cada uno es:

Materia	TAKS – último nivel		SAT		ACT
Artes del lenguaje en inglés	>= 2200 calificación a escala en la prueba de inglés Y un "3" o más en el ensayo	O	>= 500 en la sección de lectura crítica Y >= 1070 en total	O	>= 19 en inglés Y >= 23 compuesta
Matemáticas	>= 2200 calificación a escala en la prueba de matemáticas	O	>= 500 en la sección de matemáticas Y >= 1070 en total	O	>= 19 en matemáticas Y >= 23 compuesta

Se calculan tres valores en este indicador:

(1) *Eng Lang Arts- Artes del lenguaje en inglés.*- Este muestra el porcentaje de graduados que lograron la puntuación mínima aceptable o más en TAKS, SAT o ACT en la sección de artes del lenguaje en inglés.

$$\frac{\text{número de graduados que lograron la puntuación mínima aceptable o más alta de acuerdo con los criterios de los requisitos de preparación universitaria para inglés}}{\text{número de graduados (clase del 2010) con resultados para ser evaluados en inglés}}$$

(2) *Mathematics – Matemáticas.*- Este muestra el porcentaje de graduados que lograron la puntuación mínima aceptable o más en TAKS, SAT o ACT en la sección de matemática.

$$\frac{\text{número de graduados que lograron la puntuación mínima aceptable o más alta de acuerdo con los criterios de los requisitos de preparación universitaria para matemáticas}}{\text{número de graduados (clase del 2010) con resultados para ser evaluados en matemáticas}}$$

(3) *Both subjects – Ambas materias.*- Este muestra el porcentaje de graduados que lograron la puntuación mínima aceptable o más en TAKS, SAT o ACT en la sección de artes del lenguaje en inglés y matemáticas.

$$\frac{\text{número de graduados que lograron la puntuación mínima aceptable o más alta en de acuerdo con los criterios de los requisitos de preparación universitaria en la sección de inglés y de matemáticas}}{\text{número de graduados (clase del 2010) con resultados para ser evaluados en inglés y matemáticas}}$$

Este indicador difiere del TSI, Componente de la preparación para educación universitaria, en varias maneras:

- Incluye desempeño en SAT y ACT;
- Se basa en los graduados del año anterior en lugar de los que están ese año en el grado 11;
- Provee una medida general para las dos materias combinadas; y
- El desempeño está ligado a la escuela y al distrito donde se graduó el estudiante, mientras que el indicador TSI usa la escuela y el distrito donde se administraron las pruebas TAKS.

El desempeño en TAKS del último nivel incluye el desempeño en TAKS (con acomodos). En este indicador no se incluye el desempeño en el TAKS – Modificado ni en TAKS-Alternativa.

Las escuelas y los distritos escolares pueden calificar para el Reconocimiento Dorado de Progreso Académico *(Gold Performance Acknowledgement)* en el indicador de graduados preparados para la universidad (medida 3 de las anteriores), vea el capítulo 5 del Manual de Responsabilidad Educativa 2011 *(2011 Accountability Manual. (Fuentes: TEA Student Assessment Division, The College Board, agosto 2010, agosto 2011, ACT, Inc. octubre 2010, octubre 2009; y PEIMS, octubre 2010, octubre 2009).*

COMMENDED PERFORMANCE – Desempeño sobresaliente.- Vea *TAKS Commended Performance.*

COMMUNITY SERVICES (2009-10) – Servicios comunitarios (2009-10) *(solamente en el Perfil del distrito).*- Estos son los gastos para actividades que no son parte de educación pública regular. Estas actividades están relacionadas con toda la comunidad, como la operación de la biblioteca escolar, la alberca y parques públicos (objetos 6100-6400, función 61). Los gastos en servicios comunitarios se muestran como una cantidad por sí misma y no se incluye en los gastos operaciones totales.

Note que esta cantidad es reportada como gastos *actuales* y no *presupuestados (actual expenditures, not budgeted)*. Esta información es del año previo (2009-10). Vea también el apéndice B. *(Fuente: PEIMS, marzo del 2011)*

COMPARABLE IMPROVEMENT *(Campus –level only)* **– Mejoramiento comparable** *(a nivel de escuela solamente)***.-** El mejoramiento comparable *(Comparable Improvement, CI)* es una medida que calcula cuánto ha cambiado (o aumentado) el desempeño de un estudiante en la prueba TAKS de matemáticas y de lectura de un año al siguiente y compara este cambio con el de las 40 escuelas que son demográficamente más similares a la escuela objetivo *(target school)*. Desde el año pasado (2009-10) se ha estado usando una escala vertical para lectura y matemáticas en los grados del 3 al 8. Ya que no hay escalas verticales para las pruebas en los grados de secundaria, solo se puede calcular el CI en las escuelas con grados 4, 5, 6, 7 y/o 8.

El CI se calcula separadamente para lectura y para matemáticas, basándose en los valores de la escala vertical de crecimiento (VSG) (*Vertical Scale Growth)* del estudiante individual. La VSG se define como el porcentaje del estudiante en la escala vertical en el año 2 menos el porcentaje del estudiante en la escala vertical del año 1. Un valor promedio de la VSG para cada escuela se determina totalizando los valores de la VSG a nivel del estudiante con el nivel de escuela y dividiendo entre el número de estudiantes. El valor promedio de la VGS de la escuela se redondea a un número entero. Los valores promedios de la VSG de las 40 escuelas miembros del grupo se ordenan por valores *(rank ordered)*. Las escuelas que caen bajo el primer cuartil *(first quartile)* (por ejemplo: las 10 escuelas con promedios más altos del grupo de 40 escuelas) reciben el Reconocimiento Dorado por su progreso académico *(Gold Performance Acknowledgment)* por su mejoramiento comparable CI. Los reportes del mejoramiento comparable (CI) están disponibles en:

http://ritter.tea.state.tx.us/perfreport/ci/2011/index.html

Las escuelas que reciben una clasificación en el sistema de responsabilidad de *No rated: Other (No clasificada: Otra)* y las escuelas clasificadas bajo los procedimientos del sistema de responsabilidad de educación alternativa (AEA, *alternative education accountability*) no tienen un grupo de escuelas y no son elegibles para el Mejoramiento comparable (*Comparable Improvement)*.

Aunque las escuelas preparatorias no tienen reportes de mejoramiento comparable, sí tienen un grupo de comparación. Para una explicación más detallada sobre el Reconocimiento Dorado *(Gold Performance Acknowledgments)* vaya al *capítulo 5* del Manual de Responsabilidad Educativa 2011 *(2011 Accountability Manual);* para una explicación de la Escala vertical de crecimiento, vea el apéndice E de dicho manual. Vea también *Campus Group (*Grupo de escuelas) y *Vertical Scale Growth (*Escala vertical de crecimiento) y el apéndice D.

COMPLETION RATE – Tasa de finalización.- Este indicador muestra el estatus de una generación *(cohort)* de estudiantes después de cuatro años en la preparatoria (tasa de finalización en 4 años/*4-Year Completion Rate*) o después de cinco años en la preparatoria (tasa de finalización extendida a 5 años/5-*Year Extended Completion Rate*).

Para la "tasa de finalización en 4 años", la generación consiste en estudiantes que asistieron por primera vez al noveno grado durante 2006-07. Se les da seguimiento esperando que su graduación sea con la clase de 2010.

Para la tasa de "finalización extendida a 5 años", la generación consiste en estudiantes que asistieron por primera vez al noveno grado en 2005-06. Se les da seguimiento durante 5 años para ver si se graduaron dentro de un año a partir de la expectativa de graduación que fue con la clase de 2009.

Generaciones:

- Un estudiante que se ha "transferido a esta generación", o sea a este grupo es, por ejemplo, uno que se transfirió al mismo de otra preparatoria dentro del estado de Texas o de otro estado.
- Un estudiante que se ha "transferido fuera" de este grupo es, por ejemplo, uno que se transfirió a otra preparatoria dentro del estado de Texas; note que estos estudiantes se "transfieren dentro" del grupo de la preparatoria o el distrito que los recibió. También hay estudiantes que se mudan a otro estado o fuera del país o estudiantes que se cambian a escuelas privadas o quienes son educados en casa. No es posible llevar a cabo el seguimiento de este tipo de traslados y por tanto estos son eliminados.
- Los estudiantes no cambian de generación aun cuando repiten o se saltan un año escolar. Si comienzan con la generación 2006-07 del noveno grado, estos permanecen en esta generación. Esto quiere decir, por ejemplo, que el estudiante que empezó con el grupo de noveno grado de 2006-07 y se tarda 5 años en graduarse (por ejemplo: mayo 2011) éste permanece en la generación de 2010 y no son integrados al grupo de la generación de la clase de 2011. Este estudiante todavía se considera como un estudiante de continuación y se cuenta como parte del número de *Continued HS* para la clase del 2010. Esto es cierto también para las generaciones con un periodo extendido de finalización de 5 años.

Otra información importante:

- Los estudiantes de Educación Especial que se graduaron con un Programa Educativo Individualizado *(Individualized Education Program (IEP))* son incluidos como estudiantes graduados.
- Comenzando en el ciclo de responsabilidad del 2011, la metodología para calcular la tasa de finalización se expandió. Esta metodología crea una tasa de finalización para las escuelas con grado 9 y ya sea grado 11 o 12 tanto en el año 1 (2006-07) como en el año 5 (2010-11); o las escuelas con grados 12 tanto en el año 1 como en el año 5. Las escuelas preparatorias que no cumplen con este requisito no son evaluadas en este indicador en el 2011.

Hay cuatro resultados posibles para los estudiantes que se usan en los cómputos de cada índice longitudinal:

Tasa de finalización en 4 años

(1) *Graduated- Porcentaje de graduados.*-Basada en el grupo de la generación del 2006-07, esta tasa muestra el porcentaje de los que recibieron su diploma (de preparatoria o bachillerato) —a tiempo o antes —para el 31 de agosto de 2010. Se calcula de la siguiente manera:

$$\frac{\text{número de graduados de este grupo quienes recibieron su diploma de escuela preparatoria al 31 de agosto de 2010}}{\text{número de estudiantes en el grupo de 2006-07*}}$$

(2) *Received GED- Recibieron el GED.*-Basada en el grupo del 2006-07, esta tasa muestra el porcentaje de los que recibieron un certificado GED *(General Educational Development)* en o antes del 31 de agosto de 2010. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes en el grupo que recibieron el GED al 31 de agosto de 2010}}{\text{número de estudiantes en el grupo de 2006-07*}}$$

(3) *Continued High School- Continuaron la preparatoria.*- Basada en el grupo del 2006-07 esta tasa muestra el porcentaje de los estudiantes inscritos en el año escolar de 2010-11. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes en el grupo inscritos en el año escolar de 2010-11}}{\text{número de estudiantes en el grupo de 2006-07*}}$$

(4) *Dropped Out (4-yr)- Deserción escolar (4 años).*-Basada en la generación o cohorte de 2006-07, esta tasa muestra el porcentaje de los estudiantes desertores que no retornaron para el otoño del año escolar de 2010-11. Esta tasa se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes en el grupo quienes desertaron antes del otoño del 2010-11}}{\text{número de estudiantes en el grupo de 2006-07 *}}$$

Tasa de finalización extendida a 5 años

(1) *Graduated- Porcentaje de graduados.*-Basada en el grupo de la generación del 2005-06, esta tasa muestra el porcentaje de los que recibieron su diploma (de preparatoria o bachillerato) en o antes del 31 de agosto de 2010. Se calcula de la siguiente manera:

$$\frac{\text{número de graduados de este grupo quienes recibieron su diploma de escuela preparatoria al 31 de agosto de 2010}}{\text{número de estudiantes en el grupo de 2005-06*}}$$

(2) *Received GED- Recibieron el GED.*-Basada en el grupo del 2005-06, esta tasa muestra el porcentaje de los que recibieron un certificado GED *(General Educational Development)* en o antes del 31 de agosto de 2010. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes en el grupo que recibieron el GED al 31 de agosto de 2010}}{\text{número de estudiantes en el grupo de 2005-06*}}$$

(3) *Continued High School- Continuaron la preparatoria.*- Basada en el grupo del 2005-06 esta tasa muestra el porcentaje de los estudiantes inscritos en el año escolar de 2010-11. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes en el grupo inscritos en el año escolar de 2010-11}}{\text{número de estudiantes en el grupo de 2005-06*}}$$

(4) *Dropped Out (5-yr)- Deserción escolar (5 años).*-Basada en la generación o cohorte de 2005-06, esta tasa muestra el porcentaje de los estudiantes desertores que no retornaron para el otoño del año escolar de 2010-11. Esta tasa se calcula de la siguiente manera:

número de estudiantes en el grupo quienes desertaron antes del otoño del 2010-11

número de estudiantes en el grupo de 2005-06 *

* La generación o grupo en el denominador de las fórmulas mencionadas incluye los estudiantes graduados, permanecieron en la escuela, recibieron el GED, o dejaron/desertaron sus estudios. Este no incluye errores en los datos o desertores *(leavers)* con las razones representadas por los códigos 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86 u 87.

La suma total de los cuatro indicadores para cada clasificación es 100% (debido a que estas cifras son redondeadas unas sumas de porcentajes no van a equivaler al 100%).

En adición, al desglose detallado de los índices longitudinales de los 4 años y de los 5 años, los reportes del AEIS 2010-11 muestran las dos tasas de finalización que se usan como indicadores del sistema de responsabilidad, Tasa de Finalización I y Tasa de Finalización II. En los reportes de las escuelas solo se muestra la tasa de finalización que se usa para determinar los índices de responsabilidad estatal. Las escuelas clasificadas usando los procedimientos AEA, se muestra la Tasa de Finalización II. Para las escuelas clasificadas usando los procedimientos estándares, se muestra la Tasa de Finalización I.

(1) *Completion Rate II (Graduates, Continuers, and GED)-Tasa de finalización II (Graduados, estudiantes de continuación y GED).*- Esta tasa de los 4 años suma juntos el porcentaje de estudiantes de la generación 2006-07 quienes recibieron su diploma de preparatoria al 31 de agosto de 2010, los que recibieron certificados GED para el 31 de agosto de 2010 y aquellos quienes todavía permanecían inscritos como estudiantes de preparatoria para el año escolar 2010-11. Esta tasa se utiliza para determinar los índices de responsabilidad en educación alternativa.

(2) *Completion Rate I (Graduates and Continuers)-Tasa de finalización I (Graduados, estudiantes de continuación).*-Esta tasa suma juntos el porcentaje de estudiantes de la generación 2006-07 quienes recibieron su diploma al 31 de de agosto de 2010 y aquellos quienes permanecieron inscritos como estudiantes de preparatoria para el año escolar 2010-11. Esta tasa se utiliza para determinar los índices de responsabilidad educativa.

Las tasas de finalización para los distritos que sirven a instituciones de la Comisión para la Juventud de Texas *(Texas Youth Commission)* no incluye a los estudiantes de dichas instituciones a menos que los estudiantes han sido atribuidos a una escuela regular bajo los procedimientos de responsabilidad educativa de dicha escuela *(campus accountability procedures)*.

Si desea más información sobre estas tasas, vea *Report on Secondary School Completion and Dropouts in Texas Public Schools 2009-10* (Reporte de finalización de la secundaria y deserción escolar 2009-10). *(Fuentes: PEIMS, octubre 2010, junio 2010, octubre 2009, junio 2009, octubre 2008, junio 2008, octubre 2007, junio 2007, octubre 2006, junio 2006, octubre 2005, junio 2005, junio 2004, junio 2003, junio 2002, junio 2001 y el Archivo de Información del GED (General Educational Development Information File))*

CRITERION SCORE – Calificación criterio.- Se refiere a los exámenes de admisión a la universidad (SAT y ACT), exámenes de colocación avanzada (AP) y los de bachillerato internacional (IB). Para los exámenes de admisión se necesitan 24 puntos en el examen ACT

(compuesto) y 1110 puntos en el SAT (combinación de lectura crítica y matemáticas). Para exámenes AP e IB, las calificaciones criterio son 3 en el AP y por lo menos 4 en el IB. Vea *College-Ready Graduates* (Graduados preparados para universidad) para las puntuaciones mínimas requeridas para establecer que se está preparado para universidad.

Por favor esté consciente de que cada universidad o colegio establece sus propias calificaciones criterio para admitir o permitir colocación avanzada o crédito a los estudiantes individualmente. Vea *SAT/ACT Results* y *AP/IB Results* (Resultados del SAT/ACT y AP/IB).

DATA QUALITY *(District Profile Only)* **– Control de calidad de datos** *(solamente en el Perfil del distrito)*.- El reporte del sistema AEIS muestra el porcentaje de errores que un distrito escolar comete en el reportaje de dos datos claves: 1) la tasa de error PID *(PID Error Rate – Person Identification Database) en los datos estudiantiles del PEIMS* y 2) el porcentaje de sub-reportaje del estudiantado en los datos de egresados en el PEIMS *(Underreported Students in PEIMS Student Leaver Data)*.

(1) *PID Error Rate- la tasa de error PID.*-El banco de datos para la Identificación de Personas *(PID)* es un sistema que asegura que cada vez que se recopilan los datos para cada estudiante (datos que lo/la identifican), que esta información actualmente corresponda con otra información reportada para dicho/a estudiante en otros bancos informáticos. Esto permite vincular *(linking)* con otros datos para dicho estudiante como los que se encuentran en su récord de inscripciones *(enrollment),* que se reporta en octubre, a la información en el récord de asistencia para dicho/a estudiante *(attendance)*, que se reporta en junio; o datos que se comparan a través de varios años. Esto también asegura que esta información mantenga un alto nivel de privacidad ya que se asigna un número único *(ID number)* que previene divulgar los datos que identifican a dicho(a) estudiante.

Cada distrito escolar recibe un reporte durante el proceso de reportaje *(submission process)* en el cual se indican los errores en el PID. El distrito escolar tiene un periodo para corregir estos errores antes de finalizar su reporte. Mientras que la tasa de error en el PID ha disminuido significativamente durante los años recientes, cualquier error tiene un efecto desfavorable en cálculos de medidas longitudinales como la tasa de deserción escolar de 4 años o la tasa de finalización de la preparatoria *(high school completion rate)*. El reporte AEIS muestra la tasa de errores en el PID del PEIMS, Suministro 1 (octubre 2010) *(Submission 1)*.

Esta tasa se calcula de la siguiente manera:

$$\frac{\text{número de errores PID por estudiante encontrados en PEIMS, suministro 1 (otoño 2010)}}{\text{número de récords de estudiantes en PEIMS suministro 1 (otoño 2010)}}$$

(2) *Percent of Underreported Students-Porcentaje de estudiantes sub-reportados.*-El sub-reportaje de estudiantes: entre 7^{o} – 12^{o} grado quienes fueron inscritos durante el año previo y los cuales no han sido tomados en cuenta por el distrito o TEA durante el presente año. A los distritos se les requiere someter un récord de egresado para cualquier estudiante que recibió servicios en los grados del 7 al 12 durante el año anterior, a menos que este recibió un certificado de GED en o antes del 31 de agosto, se graduó anteriormente de una escuela pública en Texas, se transfirió a otro distrito escolar en

Texas o regresó al distrito a tiempo, (para el 2010-11 el último día para la ventana que establece el comienzo del año escolar fue el 24 de septiembre de 2010). Para los estudiantes que asistieron durante el 2009-10, había 14 posibles razones para egresar incluyendo: graduación, muerte o deserción escolar. (Si desea una definición más completa de éstos, vea *Leaver Records* (Registro o Récord de egreso de estudios).

Esta tasa de calcula de la siguiente manera:

$$\frac{\text{número de estudiantes sub-reportados}}{\text{número de estudiantes en los grados del 7 al 12 que recibieron servicios en el distrito durante el año escolar de 2009-10}}$$

En el sistema de responsabilidad educativa, hay repercusiones en la clasificación para los distritos que exceden ciertos márgenes en esta tasa. En el 2011, para que se recibiera una clasificación de *Exemplary or Recognized (*ejemplar o reconocido), el porcentaje del distrito y el número de estudiantes sub' reportados no podía exceder el 3.0% o 150, respectivamente.

DISTINGUISHED ACHIEVEMENT PROGRAM – Programa de logros distinguidos.- Vea *RHSP/DAP Graduates* (Programa recomendado de preparatoria/Graduados del programa de logros distinguidos).

DROPOUT – DESERTOR ESCOLAR.- Un desertor escolar es un estudiante que estaba matriculado en los grados del 7 al 12 el año anterior, pero que no regresa el otoño del siguiente año a su escuela, que no fue expuldado y que no se graduó, no recibió su GED, no se volvió a inscribir en otra escuela pública en Texas, no continuó su educación fuera del sistema público o que no comenzó estudios universitarios o murió.

Las tasas de deserción escolar se obtienen de los registros del PEIMS. TEA identifica los estudiantes para los cuales los distritos no tienen que someter récords de egresados basándose en los récords de asistencia y matrícula de todos los distritos, los récords de los que se han graduado en los últimos años y los récords de los certificados de GED. Los distritos escolares deben informar sobre el resto de los estudiantes al someter las razones por haber egresado. El registro de egresados provee 14 causas posibles por las que un estudiante deja la escuela en el 2009-10, incluyendo una que indica que el estudiante es un desertor escolar (razón-código 98). Para más información vea el *Annual Dropout Rate* (Índice anual de deserción escolar). *(Fuente: PEIMS, octubre 2010)*

DROPOUT RATE – Índice de deserción escolar.- Vea *Annual Dropout Rate* (Índice anual de deserción escolar).

ECONOMICALLY DISADVANTAGED – Estudiantes con desventaja económica.- El porcentaje de alumnos con desventaja económica se calcula sumando los estudiantes con derecho a recibir almuerzos gratuitos o a un precio reducido *(free or reduced-price lunch)* u otro tipo de asistencia pública y dividiendo dicha cantidad por el número total de estudiantes en la escuela:

$$\frac{\text{número de estudiantes elegibles para recibir almuerzos gratuitos o a precio reducido u otra asistencia pública}}{\text{número total de estudiantes en la escuela}}$$

Vea *Campus Groups* (Grupos de escuelas) y *Total Students* (Número total de estudiantes). *(Fuente: PEIMS, octubre 2010, octubre 2009; y la División de Evaluación Estudiantil de la Agencia de Educación de Texas (TEA Student Assessment Division))*

EDUCATIONAL AIDES – Ayudantes educativo.- Son personas cuyo papel se describe mediante el código 033 (Ayudante educativo) *(Educational Aide)*, 036 (Intérprete certificado) *(Certified Interpreter) y* 037 (Intérprete no certificado) *(Non-Certified Interpreter)*. A estos ayudantes se les conoce también como personal para-profesional. La cifra de FTE del personal de ayudantes educativos está reportada como un porcentaje del total de empleados de tiempo completo *(FTE)*. *(Fuente: PEIMS, octubre 2010)*

ENGLISH LANGUAGE LEARNERS PROGRESS INDICATOR – Índice del progreso de los estudiantes que están aprendiendo inglés.- El índice de progreso de los ELL evalúa el progreso de los estudiantes que están aprendiendo inglés en relación a dominar el idioma inglés basado en su desempeño ya sea en la prueba TAKS de lectura o el componente de lectura del Sistema de evaluación del domino del idioma en Texas (TELPAS). Este es un nuevo índice en el sistema de responsabilidad.

Se calcula de la siguiente manera:

Todos los estudiantes que están actualmente clasificados como LEP en los grados del 3 al 11 o a los que se les está dando seguimiento los cuales cumplieron con el estándar de lectura/ELA en TAKS o cumplieron con el requisito del componente de lectura del TELPAS

Todos los estudiantes que están actualmente clasificados como LEP en los grados del 3 al 11 o a los que se les está dando seguimiento los cuales tomaron la prueba TAKS de lectura/ELA o el componente de lectura del TELPAS

Otra información:

- *Grades tested.* Grados evaluados-. Aunque el TELPAS se administra a los estudiantes de Kinder a 12, solamente se incluyen en el cálculo aquéllos que se evaluaron en los grados del 3 al 11.

  Tests included. Pruebas incluidas-. Se incluyen en los cálculos los resultados de en la versión en inglés de la prueba de lectura de TAKS (incluyendo TAKS con acomodos y TAKS-M) y de TELPAS. Aunque los estudiantes de TAKS-Alt también toman el componente de lectura de TELPAS, los resultados de TAKS-Alt no se incluyen en los cálculos.

- *Years in U.S. Schools.* Años en las escuelas de E.E. U.U. -.Se incluyen solamente estudiantes que están por lo menos en su segundo año en escuelas en E.E. U.U.

Vea el apéndice H para más información sobre la metodología para este indicador, incluyendo detalles específicos sobre los criterios usados para TELPAS, las reglas para los sub grupos en el sistema de responsabilidad y otros detalles. También vea el documento de las *ELL Frecuently Asked Questions (Preguntas más frecuentes sobre ELL)* en:

http://ritter.tea.state.tx.us/perfreport/ell_faq.html

Para información relacionada a las evaluaciones apropiadas para los estudiantes LEP, refiérase al *District and Campus Coordinator Manual* (Manual del distrito y coordinador de la escuela) el cual está disponible en:

http://www.tea.state.tx.us/student.assessment/manuals/dccm/

(Fuente: TEA Student Assessment Division - Departamento de la evaluación estudiantil de la Agencia de Educación de Texas-)

ENROLLMENT – Inscripciones.- Vea *Total Students* (Número total de estudiantes).

EQUITY TRANSFERS (2009-10) – Transferencias financieras del saldo (2009-10) *(solamente en el Perfil del distrito.-* La cantidad, "excluida de los ingresos" *(excluded from revenues)*, son los gastos reportados por los distritos para reducir el valor gravable de propiedad *(property wealth)* al nivel requerido del valor del saldo *(required equalized wealth level)* (función 91). La cantidad "excluida de los gastos"*(excluded from expenditures)*, son los gastos reportados por el distrito del costo de reducir el valor de propiedad *(property wealth)* al nivel requerido del valor del saldo *(required equalized wealth level)* (función 91).

Note que esta cifra es reportada como gastos *actuales* y no *presupuestados.* Es por eso que a información es del año previo (2009-10). Vea también el apéndice B. *(Fuente: PEIMS, marzo 2011)*

ETHNIC DISTRIBUTION – Distribución étnica.- Para los reportes AEIS del 2010-11, se usaron las nuevas definiciones federales para la colección de origen étnico y raza. Cada estudiante y personal se reporta ahora clasificado como afro-americano, hispano, anglo-europeo, indio nativo norteamericano, asiático o de las islas del Pacífico y dos o más razas. En la sección del perfil se reportan de manera de porcentaje y como el número total de estudiantes y personal bajo cada una de estas categorías.

En algunas medidas de desempeño — TAKS (índice de responsabilidad), asistencia, tasa anual de deserción escolar, inscripción en cursos avanzados o de registro dual, graduados del programa RHSP/DAP, AP/IB, ACT/SAT y graduados preparados para la universidad – los grupos asiático o de las islas del Pacífico y dos o más orígenes no tienen datos disponibles para el año escolar anterior porque ese año se usaron las definiciones anteriores. Cuando falta información se utiliza "n/a" para *No disponible*. En el renglón de las medidas de la tasa de finalización y de TAKS del último nivel aparece "n/a" tanto para el año corriente y el anterior para estos grupos porque en ambos años estas medidas se basaron en las definiciones anteriores.

(Fuente: PEIMS, octubre 2010, octubre 2009; La Mesa Directiva Universitaria (The College Board); ACT Inc.; La Organización Internacional del Bachillerato (The International Baccalaureate Organization Educational Testing Service); y la División de Evaluación Estudiantes (TEA Student Assessment Division))

FTE.- Equivalente a tiempo completo

FUND BALANCE INFORMATION – Información sobre el saldo del fondo *(solamente en el Perfil del distrito)***.-** Esta es la cantidad no designada y no reservada por el distrito de superávit disponible en sus fondos al final del año escolar 2009-10.

El saldo no reservado *(unreserved fund)* no está restringido legalmente y tiene dos componentes: designados y no designados. El componente designado requiere acción de la mesa directiva local *(local board action)* para poder reservar los fondos para propósitos fidedignos (*bona fide)* dentro de un periodo razonable. El componente no designado está disponible por medio de las operaciones financieras mensuales.

La cifra reportada en el reporte AEIS es el componente no designado y está calculada como la diferencia entre el saldo total no reservado y el saldo designado no reservado. Este saldo se expresa como el porcentaje total del presupuesto de gastos (para los fondos generales) para el año presente (2010-11), así como se especifica en los estatutos.

Un distrito puede tener un saldo negativo no designado *(negative undesignated)*, o no reservado *(unreserved)* cuando el saldo reservado del distrito es mayor que el saldo total de los fondos del distrito *(district's total fund balance)*.

Note que mientras otros aspectos financieros son reportes *actuales*, la información del saldo de los fondos se expresa como un porcentaje del total de los gastos *presupuestados* para el año tal y como se requiere en los estatutos. *(Fuente: Informe de Auditoría Financiera (Financial Audit Report), enero 2011)*

GENERAL FUND – Fondos generales.- Este es un fondo gubernamental utilizado para la operación de actividades y organizaciones continuas. Las cantidades reportadas bajo esta clasificación de los fondos se ha reportado aparte de Todos los fondos *(All Funds)*. Los fondos generales incluyen los códigos 101-199, 266 y el 420. El fondo 420 del Programa para asignar fondos a las escuelas y Otra Ayuda del Estado *(Foundation School Program and Other State Aid)* solamente ha sido incluido bajo los fondos generales para las escuelas charter. El fondo 266, fondo estatal de estabilización fiscal *(State Fiscal Stabilization Fund)*, comenzando el año fiscal 2008/2009, se incluye también en el fondo general. Estos fondos provienen de la Ley de Reinversión y Recuperación de Estados Unidos de 2009 (*American Recovery and Reinvestment Act of 2009)*.

Note que toda la información financiera son datos *actuales*, no *presupuestados*. La información es del año previo (2009-10). Vea también el apéndice B. *(Fuente: PEIMS, marzo 2011)*

GOLD PERFORMANCE ACKNOWLEDGMENT – Reconocimiento Dorado del Progreso Académico (GPA).- Este sistema reconoce los distritos y escuelas por su alto desempeño en indicadores adicionales a los que se usan para determinar las clasificaciones para el sistema de responsabilidad. Las escuelas charters y las escuelas de educación alternativa (AEC) que se evalúan con los procedimientos bajo el sistema de responsabilidad de educación alternativa (AEA) pueden calificar para el Reconocimiento Dorado. El reconocimiento se puede otorgar por alto desempeño en cualquiera de los siguientes indicadores:

- *Advanced Course/Dual Enrollment Completion* —Finalización de cursos avanzados y de los cursos de registro dual
- *AP/IB Examination Results*—Resultados de los exámenes AP/IB
- *Attendance Rate*—Tasa de asistencia
- *College-Ready Graduates* - Graduados preparados para la Universidad
- *Commended Performance on TAKS: Reading/English Language Arts*—Progreso sobresaliente en la prueba TAKS de lectura/Artes del lenguaje en inglés
- *Commended Performance on TAKS: Mathematics*—Progreso sobresaliente en la prueba TAKS de matemáticas

- *Commended Performance on TAKS: Writing*— Progreso sobresaliente en la prueba TAKS de escritura
- *Commended Performance on TAKS: Science*—Progreso sobresaliente en la prueba TAKS de ciencias naturales
- *Commended Performance on TAKS: Social Studies*—Progreso sobresaliente en la prueba TAKS de ciencias sociales
- *Comparable Improvement: Reading* —Mejoramiento comparable en lectura *(a nivel de escuela solamente)*
- *Comparable Improvement:Mathematics*—Mejoramiento comparable en matemáticas *(a nivel de escuela solamente)*
- *Recommended High School Program/Distinguished Achievement Program*—Programa recomendado de preparatoria/Programa de logros distinguidos
- *SAT/ACT Results (College Admissions Tests*)—Resultados de los exámenes de admisión universitaria SAT/ACT
- *TSI – Higher Education Readiness Component: English Language Arts*—TSI Iniciativa de Éxito para Texas—Componente de la preparación para la educación superior: artes del lenguaje en inglés
- *TSI – Higher Education Readiness Component: Mathematics*— TSI Iniciativa de Éxito para Texas—Componente de la preparación para la educación superior: matemáticas

* Las escuelas que son evaluadas bajo los procedimientos de AEA no son elegibles para Mejoramiento Comparable para el Reconocimiento Dorado *(Comparable Improvement GPA).*

Las escuelas y los distritos escolares reciben una de las tres categorías posibles para cada indicador. RECONOCIDA *(Acknowledged)* significa que llenaron los requisitos del Reconocimiento Dorado por el Progreso Académico para el estándar del índice; NO CALIFICA *(Does Not Qualify)* significa que fueron evaluados pero no llenaron los requisitos del susodicho estándar del índice o que el distrito fue calificado como ACADÉMICAMENTE NO ACEPTABLE *(Academically Unacceptable);* NO ES PERTINENTE *(Not Applicable)* significa que no hay suficientes datos para evaluar estos indicadores, usualmente esto es debido a los grados en operación en el distrito o la escuela. Las escuelas clasificadas como NO CALIFICADAS, no son evaluadas para el Reconocimiento Dorado del Progreso Académico y por lo tanto SON clasificadas como NO ES PERTINENTE *(not applicable).*

Si una escuela o distrito ganó cualquier reconocimiento dorado del progreso lo verá listado en la portada del reporte AEIS, seguido por la clasificación del sistema de responsabilidad. Vea los capítulos 5 y 13 del Manual de Responsabilidad Educativa 2011 *(2011 Accountability Manual)* para más detalles en los estándares o criterios para el *Reconocimiento Dorado de Progreso Académico.*

Vea también *Advanced Course/Dual Enrollment Completion,* Cursos avanzados/finalización de cursos de registro dual; *AP/IB Results,* Resultados del AP/IB*; Attendance Rate,* Tasa de asistencia; *College-Ready Graduates,* Graduados preparados para la universidad, *Comparable Improvement.* Mejoramiento comparable; *RHSP/DAP Graduates,* Graduados programa

distinguido RHSP/DAP; *SAT/ACT Results, Resultados del SAT/ACT; Texas Success Initiative (TSI)* –TSI Iniciativa de Éxito para Texas y *TAKS.*

GRADUATES (CLASS OF 2010) – Graduados (Generación/Clase del 2010).- Estos datos que se muestran en la sección del perfil, se refieren al número total de estudiantes reportados como graduados en el otoño del año escolar de 2009-10 (incluyendo los que se graduaron durante el verano) reportados en el otoño del 2010. La cifra incluye los estudiantes quienes se graduaron del 12º grado y graduados de otros grados. Los estudiantes en clases de Educación Especial se incluyen bajo este total y también se reportan como un grupo aparte. Los estudiantes de Educación Especial graduados son estudiantes que se gradúan con un tipo de código indicando graduación de Educación Especial o quienes recibieron servicios de educación especial durante todo se ultimo año de preparatoria (determinado por su asistencia). Esta cifra también incluye a los graduados bajo los programas recomendados de preparatoria *(recommended high school)* o los de logros distinguidos *(distinguished achievement)*.

Los estudiantes graduados con la generación/clase de 2010 pueden hallarse bajo una de las siguientes categorías:

- Programa Mínimo de Preparatoria *(Minimum High School Program)*
- Programa Recomendado de Preparatoria *(Recommended High School Program)*
- Programa de Logros Distinguidos *(Distinguished Achievement Program)*
- Estudiante de Educación Especial el cual finalizó un Programa educativo individualizado (PEI) *(Special Education student completing an individualized education program (IEP))*

El número de graduados se calcula de manera un poco distinta en tres índices en la sección del progreso académico del reporte AEIS:

- Los resultados de admisiones a universidades no indican si el estudiante quien tomó el examen utiliza los servicios de educación especial; por lo tanto, no hay manera de saber si el estudiante que toma el SAT o ACT está en educación especial. Sin embargo, dado que relativamente pocos estudiantes que están en educación especial toman los exámenes de admisión universitaria, solamente hemos incluido estudiantes en educación regular *(non-special education)* en el denominador.
- El índice del programa recomendado de preparatoria y de logros distinguidos *(RHSP/DAP)* incluye a todos los que se graduaron, tanto en educación especial como en la regular en el denominador y el numerador.

Vea *Completion Rate* (Tasas de Finalización) y *RHSP/DAP Graduates* (Graduados del Programa RHSP/DAP). *(Fuente: PEIMS, octubre 2010)*

INSTRUCTIONAL EXPENDITURE RATIO (2009-10) *(District Profile only)* – **Tasa de gastos de instrucción (2009-10)** (*solamente en el Perfil del distrito*)**.-** Esta es una nueva medida requerida por el TEC 44.0071, e indica el porcentaje del total actual de los gastos del distrito para el año fiscal 2009-10 que fueron utilizados para pagar actividades de instrucción directa *(direct instructional activities)*. La tasa de gastos de instrucción es únicamente una medida a nivel del distrito y es calculada de la siguiente manera:

$$\frac{\text{gastos reportados en los códigos de funciones 11, 12, 13, 31 y códigos de objetos 6112 al 6499}}{\text{gastos reportados en los códigos de funciones 11-52, 92 y 95 y códigos de objetos 6112 al 6499}}$$

Si quiere más detalles llame a la División de Auditorías Financieras *(School Financial Audits Division)* al (512) 463-9095. Vea el apéndice B. *(Fuente: PEIMS, marzo 2011)*

INSTRUCTIONAL STAFF PERCENT *(District Profile only)* – **Tasa de gastos en el personal de instrucción** *(solamente en el Perfil del distrito)***.-** Esta es una nueva medida requerida por el TEC 44.0071, e indica el porcentaje del total actual de los gastos del distrito en los empleados de tiempo completo (FTE) cuya descripción de sus funciones de trabajo fue la de proveer instrucción directa en el salón de clases a estudiantes durante el año escolar 2010-11. El porcentaje de gastos en el personal de instrucción es una medida a nivel de distrito y se calcula de la siguiente manera:

$$\frac{\text{número de horas reportadas como gastos bajo códigos de objetos 6112, 6119 y 6129 y códigos de funciones 11, 12, 13 y 31}}{\text{número total de horas trabajadas reportadas por todos los empleados del distrito}}$$

Si quiere más detalles llame a la División de Auditorías Financieras *(School Financial Audits Division)* al (512) 463-9095. Vea el apéndice A. *(Fuente: PEIMS, octubre 2010)*

INTERNATIONAL BACCALAUREATE (IB) – Bachillerato Internacional (IB).- Vea *AP/IB Results* (Resultados del AP/IB).

LEAVER RECORD – Récord o registro de egreso de estudios.- Para determinar el estatus de los estudiantes 7º y el 12º grado que ya no están inscritos en alguna escuela pública de Texas, TEA revisa los récords de egresados de los récords de asistencia y matrícula de todos los distritos, los récords de los que se han graduado en los últimos años y los récords de los certificados de GED. Los distritos escolares deben informar sobre el resto de los estudiantes al someter las razones por haber egresado. Este grupo de "egresados" *(leavers)* incluyen estudiantes que se graduaron, que se inscribieron en una escuela en otro estado, regresaron a su país de origen, murieron o son desertores escolares. Esta información se manda a la agencia de educación durante el periodo de Suministro 1 del reportaje anual de datos para el registro del PEIMS.

Vea *Data Quality (Control de la calidad de datos)*. (Fuente: *PEIM,* octubre 2010; *Secondary School Completion and Dropouts in Texas Public Schools, (*Finalización y Desertores de Escuela Preparatoria en Escuelas Públicas de Texas), 2009-10, *Texas Education Agency)*

LIMITED ENGLISH PROFICIENT (LEP) – Dominio limitado del inglés.- Se refiere estudiantes identificados con dominio limitado del inglés por el Comité de evaluación del dominio del idioma (LPAC) de acuerdo con el criterio en el Código Administrativo de Texas. No todos los estudiantes designados como LEP estarán en programas de educación bilingüe o de enseñanza del inglés como segunda lengua *(ESL)*, aunque este sea el caso para la mayoría. En la sección del *Perfil* del reporte, el porcentaje se calcula dividiendo el número de estudiantes LEP por el número total de estudiantes en la escuela o el distrito.

La columna para los valores LEP en la sección de *Progreso (Performance)* muestra el desempeño de estudiantes identificados como LEP solamente en el año actual; los estudiantes que ya no se consideran LEP, no se incluyen en esta columna.

La sección III en los reportes del distrito, la región y el estado muestra en mayor detalle el desempeño de los estudiantes LEP. Vea *Bilingual Education/English as a Second Language Report (Reporte de Educación bilingüe/Inglés como segundo idioma) y el apéndice I.* También vea *Campus Groups* (Grupos de escuelas) y *TAKS Participation* (Participación en la prueba TAKS). *(Fuente: PEIMS, octubre 2010)*

MET STANDARD – Estándar/criterio cumplido.- Vea *TAKS Met 2011 Standard (Estándar 2011 de TAKS)*.

MOBILE – Móvil.- Esta medida, que es parte de la sección de participación en *TAKS* indica el porcentaje de resultados de exámenes de estudiantes que no se han incluido en el sistema de responsabilidad educativa *(accountability system)* debido a que tales estudiantes se trasladaron entre el otoño y la primavera a una escuela o a un distrito distinto.

Note que esta definición es diferente a la que se usa para determinar Movilidad en el estudiantado *(student Mobility)* y que se da a continuación. También vea Vea *Accountability Subset* (Subgrupo de Responsabilidad Educativa).

MOBILITY – Movilidad (solamente en el Perfil de la escuela)**.-** Se considera que un estudiante es móvil si ha estado en una escuela menos de un 83% del transcurso del año escolar (es decir, si ha estado ausente de una escuela en particular al menos seis semanas).

$$\frac{\text{número de estudiantes móviles en 2009-10}}{\text{número de estudiantes que asistieron a la escuela durante cualquier periodo del año escolar 2009-10}}$$

Esta tasa se calcula a nivel de escuela o plantel escolar. La tasa de movilidad reportada en la sección del perfil del reporte escolar bajo la columna "distrito" se ha calculado con el número de estudiantes móviles al nivel del plantel escolar. Es decir, la tasa refleja la movilidad de escuela a escuela dentro del mismo distrito escolar o afuera de éste. Vea *Campus Groups* (Grupos de Escuela). *(Fuente: PEIMS, junio 2010)*

N/A – N/A.- Este símbolo significa que la información no existe o que no es pertinente.

NUMBER OF STUDENTS PER TEACHER – Número de estudiantes por maestro.- Se refiere al número total de estudiantes dividido entre el número total de maestros que trabajan tiempo completo (FTE). *(Fuente: PEIMS, octubre 2010)*

PAIRED SCHOOLS – Pareja de escuelas.- Para determinar su clasificación *(accountability purposes),* las escuelas que reportan información de inscripciones y asistencia pero que no cubren los grados en los que se administran los exámenes mandados por el estado (por ejemplo, escuelas de kinder al 2º grado) se "parean" con escuelas que reciben a sus estudiantes cuando pasen a otro nivel en una relación "interactiva" *(feeder)*. Por ejemplo, si asumimos que la Primaria Travis (K-2º) "alimenta" a sus estudiantes a La Primaria Navarro (3º a 5º grado) el distrito "parea" estas dos escuelas para su clasificación *(rating)*. Esto quiere decir que el desempeño en la prueba TAKS de la primaria Navarro se usa para calificar a la primaria de Travis y es reportada en el reporte del AEIS para la Primaria Travis. Vea el capítulo 6 en el Manual de Responsabilidad del 2011 *(2011 Accountability Manual)*.

PBM SPECIAL EDUCATION MONITORING RESULTS STATUS – PBM Estatus de educación especial bajo inspección de resultados.- Este título *aparece* en la portada del reporte AEIS

para distritos con un estatus de educación especial bajo inspección *(special education monitoring status)*. Para una explicación sobre cada categoría vea el apéndice G.

PERFORMANCE OF MOBILE STUDENTS – Progreso académico de estudiantes móviles *(solamente para el Progreso)*.- Esta medida muestra el desempeño de los estudiantes quienes fueron excluidos del subgrupo de responsabilidad del distrito escolar *(district accountability subset)* debido a la movilidad entre distritos entre octubre y la temporada de exanimación. Esta cifra es calculada para cada materia de la prueba TAKS así:

$$\frac{\text{número de estudiantes móviles que aprobaron cada prueba}}{\text{número de estudiantes móviles examinados}}$$

Los resultados para los estudiantes móviles pueden encontrarse en la página: http://ritter.tea.state.tx.us/perfreport/aeis/2011/state.html. Baje la pantalla hasta que vea *Performance of Mobile Students* (después de TAKS) y oprima clic en este vínculo *(link)*.

Este índice muestra el desempeño por materia y agrega todos los grados examinados *(summed across all grades tested)*. Para poder comparar estos datos, el Progreso Académico de Estudiantes Móviles es reportado para los años 2011 y 2010. En estos dos años se usaron las nuevas definiciones para raza y origen étnico.

Este índice no está disponible por región, distrito o plantel escolar. Vea también *Mobile,* Móvil. *(Fuente: TEA Student Assessment Division)*

PROFESSIONAL STAFF – Personal Profesional.- Esta es la suma total de maestros, personal profesional suplementario, administradores de escuela que trabajan el equivalente a tiempo completo (FTE). En el Perfil del distrito éste incluye a los administradores a nivel central. El personal se agrupa según las categorías de tipo de personal asignadas por el PEIMS. Cada tipo de personal profesional aparece como porcentaje del personal total (profesional y para-profesional) que trabaja el equivalente a tiempo completo. Vea el apéndice A. *(Fuente: PEIMS, octubre 2010)*

PROGRESS OF PRIOR YEAR TAKS FAILERS– Progreso académico de los reprobados en la prueba TAKS del año anterior -. El progreso reportado bajo estas dos medidas compara el progreso de los estudiantes quienes reprobaron la prueba TAKS de ELA o matemáticas en el año anterior con los resultados del año siguiente.

(1) *Percent of Failers Passing TAKS (Sum of Grades 4 - 11)- Porcentaje de reprobados que aprobaron la prueba TAKS* (Total del 4º al 11º grado).-.- De los estudiantes que reprobaron la prueba TAKS, incluyendo TAKS con acomodos (*Accommodated*) y TAKS-Modificada (*Modified*), del año previo, esta medida muestra el porcentaje que pasaron el examen este año:

Para el 2011, los valores reportados para lectura /ELA y matemáticas se calculan así:

$$\frac{\text{número de estudiantes correspondientes } \textit{(matched)} \text{ que reprobaron en 2010 y aprobaron en el 2011}}{\text{número de estudiantes que reprobaron en 2010}}$$

(2) *Average Vertical Scale Growth-(VSG) (Sum of Grades 4 – 11) Promedio en la escala vertical de crecimiento (Suma de los grados 4 – 11)*.- Para los estudiantes quienes

reprobaron la prueba TAKS el año anterior, esta medida muestra el crecimiento promedio (o cambio) entre el año anterior y el actual, basado en la escala vertical de crecimiento.

Para el 2011, los valores reportados para lectura/ELA y matemáticas se calculan así:

$$\frac{\text{suma de valores individuales del TGI para estudiantes que reprobaron en el 2010}}{\text{número total de estudiantes con valores VSG que reprobaron en el 2010}}$$

Para el 2011, los estudiantes incluidos en estas medidas son aquellos quienes:

- tomaron la prueba TAKS 2011 de lectura /ELA y/o matemáticas del 4º al 11º grado durante la primavera. El progreso se calcula para los examinados en el tercer grado ya que es la primera vez que toman la prueba TAKS;
- son parte del subgrupo de responsabilidad educativa del 2011*(Accountability Subset);*
- se puede establecer una correspondencia con los registros de la prueba TAKS primavera 2010—en cualquier parte del estado—y encontrar su previa calificación para lectura /ELA y/o matemáticas;
- reprobaron la administración de la prueba TAKS 2010 de lectura /ELA y/o matemáticas.

Los reportes para estos dos índices *por grado* se encuentran para cada distrito y escuela en la red Internet, dentro del reporte del AEIS que aparece en la página de la División de Reportaje Académico *(Division of Performance Reporting)*. Para ver estos reportes, vea la versión HTML de la escuela o el distrito de la página del AEIS (http://ritter.tea.state.tx.us/perfreport/aeis/2011/). Oprima el vínculo *(link)* bajo la línea que presenta el *Progress of Prior Year TAAS Failers* (Progreso del Año Previo para los reprobados en el TAAS); esta generará un reporte del progreso de los fracasados del año anterior por grado. También encontrará estos datos en a Sección III de los reportes. Puede ver también el *Vertical Scale Growth* (Escala vertical de crecimiento) en este Glosario*,*y para más detalles vea el apéndice E en el Manual de Responsabilidad del 2011 *(2011 Accountability Manual). (Fuente: TEA Student Assessment Division)*

Nota: Al momento de volver a procesar la información de TAKS 2010 — lo cual se hizo para cumplir con las versiones de la prueba y los orígenes étnicos del 2011 — se descubrió un error en el análisis del progreso de los reprobados en TAKS del año anterior que se reportó en el AEIS del 2009-10. Esto se relaciona específicamente con el uso inapropiado de los ajustes de la escala vertical debido a los cambios en la misma entre 2009 y 2010. Para la publicación del AEIS 2010-11, todos los subgrupos del 2010 del progreso de reprobados en TAKS se volvieron a recrear, incluyendo el promedio y los subgrupos asociados con este índice. En adición, los reportes AEIS 2019-10 que se publicaron en diciembre 2010 se han actualizado para que reflejen la información para este índice.

RECOMMENDED HIGH SCHOOL PROGRAM – Programa recomendado de preparatoria.-Vea *RHSP/DAP Graduates* (Graduados del Programa RHSP/DAP).

RETENTION RATES BY GRADE – Índice de retención por grado.- El índice de retención presentado en la sección Perfil, muestra el porcentaje de estudiantes en las escuelas públicas de Texas que se inscribieron (en el otoño de 2010-11) en el mismo grado en el que estaban inscritos durante el periodo de las últimas seis semanas del año anterior (2009-10). Dicho índice se calcula de la siguiente manera:

$$\frac{\text{número total de estudiantes que no avanzaron al siguiente grado}}{\text{número total de estudiantes que avanzaron al siguiente grado + los que no avanzaron}}$$

Observe que los índices de retención para estudiantes en educación especial se calculan y se reportan aparte de los índices correspondientes a los estudiantes que no están en educación especial debido a que la manera en que se lleva a cabo dicha retención varía considerablemente entre estos dos tipos de estudiantado.

El Reporte de los AEIS solamente muestra estos índices para los grados de K al 8º. Puede hallar las tasas de retención para todos los grados en el reporte de Retención por grado en las Escuelas Públicas del Estado de Texas, 2009-10 *(Grade-Level Retention in Texas Public Schools, 2009-10)*, de la Agencia TEA. *(Fuente: PEIMS, octubre 2010, junio 2010)*

RHSP/DAP GRADUATES – RHSP/DAP para graduados.- Este índice reporta el porcentaje de estudiantes graduados los cuales cumplieron con los requisitos para los cursos del Programa de preparatoria recomendado *(Recommended High School Program)* por la Mesa Directiva de Educación de Texas *(Texas State Board of Education)* o el Programa de logros distinguidos *(Distinguished Achievement Program)*. Se calcula de la siguiente manera:

$$\frac{\text{número de graduados reportados bajo los códigos para el RHSP/DAP } \textit{(Recommended High School Program/ Distinguished Achievement Program)}}{\text{número de estudiantes graduados}}$$

Los graduados RHSP son estudiantes reportados bajo los códigos 15, 19, 22, 25 ó 28; los graduados DAP son estudiantes reportados bajo los códigos 17, 20, 23, 26 ó 29. Si quiere para más información, vea: *PEIMS Data Standards,* Estándares para los datos del PEIMS.

Las escuelas y los distritos pueden calificar para el Reconocimiento Dorado del Progreso *(Gold Performance Acknowledgment)* basado en la tasa del RHSP/DAP*;* vea El Manual del Sistema de Responsabilidad Educativa del 2011 *(2011 Accountability Manual)*. Vea *Graduates* (Graduados). *(Fuente: PEIMS, octubre 2010, octubre 2009)*

SAT/ACT RESULTS – Resultados del SAT/ACT.- Este incluye el examen SAT de la Mesa Directiva Universitaria *(College Board)* y los del ACT *(ACT Inc.'s and ACT Assessment)* de la compañía ACT incorporada. Ambas compañías proveen anualmente a la agencia información sobre la participación y el progreso académico en estos exámenes de los estudiantes recientemente graduados de todas las escuelas públicas de Texas. Solamente se obtiene un récord por cada estudiante. Si algún estudiante tomó más de una vez cualquiera de estos exámenes ya sea el ACT o el SAT, la agencia recibe solamente el récord del examen más reciente.

Para crear este índice se calcularon tres tasas:

1) *Tested—Examinados*.- Este es el porcentaje de graduados que tomaron cualquiera de los dos exámenes para ser admitidos en la universidad:

$$\frac{\text{número de los que tomaron el SAT o el ACT}}{\text{número de estudiantes graduados que no están en educación especial}}$$

Note que los "graduados" en el denominador de la ecuación (1) no incluye estudiantes graduados en educación especial; sin embargo, graduados en educación especial que

tomaron ya sea el SAT o el ACT están incluidos en el numerador. El desempeño de los estudiantes de educación especial se incluye tanto en el numerador como en el denominador de cualesquiera de las otras ecuaciones. Vea *Graduates*.

2) *At/Above Criterion—A nivel o más alto de la calificación criterio*.- Este muestra el porcentaje de graduados examinados que aprobaron al nivel o mejoraron la calificación criterio (1110 en el SAT combinando las secciones de la lectura crítica y matemáticas o 24 en el ACT compuesto):

$$\frac{\text{número de estudiantes aprobados al nivel o mejoraron la calificación criterio}}{\text{número de estudiantes examinados}}$$

3) *Mean Score—Calificación promedio*.- Este indicador muestra la calificación promedio en SAT, combinando lectura crítica y matemáticas y la calificación promedio en el ACT compuesto, calculada de la siguiente manera:

$$\frac{\textit{(Total score)}\ \text{calificación total de los estudiantes que tomaron el SAT(en matemáticas y lectura crítica)}}{\text{número de estudiantes que tomaron el SAT}}$$

y

$$\frac{\textit{(Total composite score)}\ \text{calificación total compuesta de estudiantes que tomaron el ACT}}{\text{número de estudiantes que tomaron el ACT}}$$

A pesar de que se ha agregado una sección de redacción al SAT, la calificación criterio continúa basándose solamente en matemáticas y lectura crítica.

Las escuelas y los distritos pueden calificar para el Reconocimiento Dorado del Progreso Académico *(Gold Performance Acknowledgment)* basándose en los resultados y participación en el SAT/ACT. Para más detalles vea el Manual de Responsabilidad 2011 *(Accountability Manual)* y también la calificación criterio *(Criterion Score)*. *(Fuente:* La Mesa Directiva Universitaria, agosto 2010, enero 2010, *(The College Board); ACT, Inc. (ACT) octubre 2010, octubre 2009; y PEIMS, octubre 2010, octubre 2009)*

SCHOOL TYPE – Tipo de escuela.- Con el propósito de crear los Grupos de escuelas, las escuelas se dividen en cuatro categorías según los grados (del más alto al más bajo) en los cuales hay alumnos inscritos en la escuela (*in membership)*: primaria, secundaria *(incluyendo años intermedios como Middle—including Junior High)*, preparatoria *(Secondary)* y primaria/preparatoria (K-12º). En general, las primarias son PK-5 o PK-6; las secundarias son del 6º al 8º y la preparatoria son del 9º al 12º grado. Las escuelas que no corresponden exactamente con este rango de grados se agrupan con el tipo de escuela que más se asemeje en términos de grados. Para detalles exactos en las combinaciones de los grados bajos y los altos incluidos en cada tipo vea "2011 School Type Chart" (Tabla del 2011 de los tipos de escuelas) en:

http://ritter.tea.state.tx.us/perfreport/account/2011/schtype_chart.html

SECTION III: BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE – Sección III: Educación bilingüe/Inglés como segundo idioma.- *(solamente a nivel de distrito): Vea el*

reporte de Educación bilingüe/Inglés como segundo idioma (*Bilingual Education/English as a Second Language Report*).

SPECIAL EDUCATION – Educación especial.- Se refiere a los estudiantes beneficiarios de servicios de educación especial debido a alguna discapacidad. Decisiones sobre los métodos de evaluación para estos estudiantes se hacen por medio del Comité ARD (Admisión, Evaluación y Despedida—*Admission, Review, and Dismissal (ARD))*. El comité está compuesto de los padres o tutores legales, maestro/a, administrador y otros partícipes e interesados en el porvenir del estudiante. En el año 2010-11, se le pudo haber dado la prueba TAKS, o alguna de las pruebas TAKS de educación especial: *TAKS (Accommodated)* , TAKS-M (modificada), TAKS-Alt (alternativa). Los resultados de todas estas pruebas se incluyen en los reportes AEIS como parte del desempeño en TAKS. Los resultados del desempeño a nivel de las escuelas y los distritos para las pruebas *TAKS Modified* y *TAKS-Alt* también se muestran por separado en los reportes AEIS.

Otros índices incluidos en los cálculos de progreso académico de los estudiantes en educación especial son: finalización de cursos avanzados o de registro dual *(advanced course/dual enrollment completion),* asistencia *(attendance rate)*, deserción escolar anual *(dropout rate)*, finalización *(completion rate)*, programas recomendados de preparatoria RHSP/DAP (*recommended high school program)*, tasa acumulativa de estudiantes aprobados en la prueba TAKS de egreso *(exit-level prueba TAKS cumulative pass rate)* y la iniciativa para el éxito estudiantil de Texas (TSI). En este reporte no hay información que presenta por separado el desempeño de alumnos de educación especial que tomaron exámenes para admisión y colocación avanzada (AP) en una universidad, ni para los que tomaron el de Bachillerato Internacional (IB). Note que en la sección perfil del reporte, los índices de retención se presentan por separado para estudiantes en educación especial y los de educación no-especial *(non-special)*. Vea Pruebas TAKS de educación especial *(TAKS Special Education Assessments)* y *TAKS Participation Report (Reporte de la participación en TAKS*) *(Fuente: PEIMS octubre 2010, octubre 2009; y TEA Student Assessment Division)*

SPECIAL EDUCATION COMPLIANCE STATUS – Estatus de cumplimiento de educación especial.- Vea *PBM Special Education Monitoring Results Status* (PBM estatus de los resultados de la monitoria a educación especial).

STAFF EXCLUSIONS – Exclusiones para el personal.- Estas cifras cuentan individuos que imparten a estudiantes de las escuelas públicas, pero no están incluidos en los totales de tiempo completo *(FTE totals)* u otra estadística del personal. Hay dos tipos de estos registros: individuos que participan de un acuerdo de servicios compartidos *(shared services arrangement)* e individuos bajo contrato con el distrito para proveer servicios de instrucción. El trabajo del personal bajo un acuerdo de servicios compartidos *(Shared Services Arrangement (SSA) Staff)* en las escuelas localizadas en el distrito aparte del distrito que los emplea, o la organización (en PEIMS) asignada bajo el código 751, el cual indica que están empleados por un agente fiscal de SSA. Solo la porción del total del tiempo completo de una persona asociada con la escuela en otro distrito (o con una organización bajo el código 751) es contada como SSA. Personal SSA se agrupa en tres categorías: personal profesional (incluyendo maestros, administradores y apoyo profesional); asistentes educativos *(Educational Aides)* y personal auxiliar. Observe que el personal auxiliar SSA está categorizado por el tipo de fondos con los que son pagados. Personal de enseñanza bajo

contrato (Perfiles a nivel del distrito y de escuelas) (*Contracted Instructional Staff (District and Campus Profiles)* se refiere a los registros de instructores por los que el distrito ha n iniciado el acuerdo contractual con entidades u organizaciones externas. Por medio de tal contrato, la organización externa está obligada a suplir personal de instrucción para el distrito. Estos nunca son empleados que se reportan al distrito escolar. *(Fuente: PEIMS, octubre 2010)*

STANDARDIZED LOCAL TAX BASE (COMPTROLLER VALUATION) – Base de impuesto locales estandarizada (Avalúo realizado por el contralor) *(solamente en el Perfil del distrito)*.- El contralor lleva a cabo un estudio anual para evaluar uniformemente los valores de la propiedad en cada distrito escolar. Los valores de las tasaciones locales pueden variar de las del contralor. La base de impuesto local (o el valor gravable de propiedad utilizado para establecer impuestos) es estandarizada ya que se pueden comparar los valores a través del estado. Estos han sido certificados por la División del Contralor del Impuesto al Valor de la Propiedad *(Comptroller's Property Tax Division—Comptroller Valuation)*. Note que los valores reportados son los finales para el año fiscal de 2010 *(tax year)*. Esta no es la medida del valor de propiedad usado para los cálculos de los fondos escolares.

- *Value (after exemptions)*-Valor (después de las exenciones).- Se refiere al valor en el mercado de la propiedad de un distrito, menos ciertas exenciones y deducciones. El valor después de las exenciones refleja deducciones mandadas por el estado como exenciones por vivir en predio, exenciones de veteranos discapacitados, el límite máximo *(ceiling)* de impuestos escolares y exenciones de impuestos para ciudadanos mayores de 65 años o discapacitados y otras exenciones mandadas por el estado.

- *Value per Pupil*- Valor por alumno.- Esta es la base de impuesto local estandarizada o valor gravable de la propiedad dividido por el número total de alumnos. Este porcentaje por alumno se le conoce como una definición riqueza *(wealth)*. Note que los valores reportados son los finales para el año fiscal de 2010 *(tax year)*. A nivel estatal, esta cantidad por alumno es generada al dividir el total de estudiantes en distritos con el valor de propiedad. Ciertos distritos no tienen valor de propiedad gravable y sus estudiantes no están incluidos.

- *Value by Category*- Valor por categoría.- Muestra la agrupación de categorías individuales de propiedad gravable como un porcentaje del valor re-evaluado de propiedad gravable *antes* de aplicar las exenciones. Por lo tanto, el total de los valores o categoría exceden el valor usado en los cálculos por estudiante. Note que los valores reportados son los finales para el año fiscal de 2010 *(tax year)*.
  - *Business*- Negocios –
    propiedad real: comercial e industrial;
    propiedad real personal y tangible: servicios públicos; y
    propiedad personal: comercial e industrial.
  - *Residential*- Residencial. –propiedad real: residencial unidad familia nuclear (single family), residenciales multi-familares y de inventario.
  - *Land*- Tierra. – propiedad real: lotes baldío y terrenos (tracts); acres al valor del mercado, y mejoras (improvements) de granjas y ranchos; acres al valor de productividad.
  - *Oil and Gas*- Gas y Petróleo. – propiedad real: petróleo, gas, y otros minerales.
  - Otros –propiedad personal tangible: otro; y propiedad personal intangible.

(Fuente: Contralor de Finanzas Públicas del Estado de Texas (Texas Comptroller of Public Accounts), julio 2011)

STUDENT ENROLLMENT BY PROGRAM – Inscripción de estudiantes por programa.- Los estudiantes se identifican según los programas de enseñanza de los cuales son beneficiarios, como pueden ser educación especial, planeación profesional y tecnológica *(Career and Technology Education)*, bilingüe/ESL *(Bilingual/ESL Education)* o programas para alumnos dotados y talentosos *(Gifted and Talented Education)*. Puede ser que estos porcentajes no sumen a 100% ya que es posible que un estudiante esté inscrito en varios programas a la vez. *(Fuente: PEIMS, octubre 2010)*

STUDENT SUCCESS INITIATIVE – Iniciativa para el Éxito Estudiantil.- Para el año escolar 2010-2011, estudiantes en 5º grado necesitaban pasar ambas porciones de lectura y matemáticas en la prueba TAKS para ser avanzados al 6º grado; y estudiantes en 8º grado necesitaban pasar ambas porciones de lectura y matemáticas en la prueba TAKS para ser avanzados al 9º grado. Los estudiantes tuvieron tres oportunidades de pasar la prueba TAKS la prueba requerida. Aparte de promover (avanzar) estudiantes basados en el hecho de que aprobaron la prueba, algunos estudiantes fueron avanzados basados en la recomendación unánime del comité de colocación o promoción de grados escolares *(grade placement committee (GPC));* para ser avanzado debe de haber consenso de los miembros del GPC que la capacidad dicho estudiante es igual que la de otros en el grado al que fue avanzado después de recibir instrucción acelerada. El reporte del AEIS muestra cuatro medidas para cada grado en la iniciativa y cada materia:

(1) *Students Requiring Accelerated Instruction* – Estudiantes que requieren instrucción acelerada.- Esta muestra el porcentaje de estudiantes quienes no pasaron la prueba TAKS durante la primera administración. Los estudiantes quienes no pasaron la prueba TAKS deben de recibir instrucción acelerada/intensiva para prepararlos para tomar y aprobar dicho examen en la segunda administración.

$$\frac{\text{número de estudiantes elegibles quienes no cumplieron con el estándar en la primera administración}}{\text{número de estudiantes elegibles en la primera administración}}$$

El número de estudiantes elegibles se calcula usando los documentos de respuesta (*answered documents)* de las pruebas e incluye a todos los estudiantes que tomaron las mismas, los estudiantes ausentes que debieron de haber tomado el examen y estudiantes cuyos documentos de respuestas se invalidaron por alguna razón (la cifra del denominador "número de estudiantes elegibles" no incluye estudiantes quienes tomaron las pruebas TAKS Modificada o TAKS Alternativa o tienen la exención de educación especial o LEP). Los estudiantes que estuvieron ausentes durante la primera administración o que no tomaron las pruebas por otras razones han sido incluidos en el conteo de estudiantes de los que se requiere que obtengan instrucción acelerada.

(2) *TAKS Cumulative Met Standard* – Medida acumulativa de los que cumplieron con el estándar de TAKS.- Esta muestra el porcentaje cumulativo (y no duplicado) de los estudiantes que tomaron y pasaron la prueba TAKS en la primera y la segunda administración combinadas para cada materia y grado:

$$\frac{\text{número de estudiantes quienes pasaron la prueba TAKS ya sea en cualquiera de las primeras dos administraciones}}{\text{número cumulativo de estudiantes quienes tomaron la prueba TAKS en cualquiera de las primeras dos administraciones}}$$

Este resultado es usado para determinar calificaciones de responsabilidad educativa a nivel de estado. En la mayoría de los casos, este valor no va a ser equivalente al del desempeño de TAKS reportado en la primera parte del reporte AEIS, los resultados "por grado" *("by grade")* están basados en la primera administración solamente.

(3) *TAKS Failers Promoted by Grade Placement Committee (GPC)* – Reprobados en la prueba TAKS y pasados por el comité de colocación de grados escolares (GPC).- Esta cifra muestra el porcentaje de estudiantes que reprobaron todas las administraciones de dichos exámenes pero fueron pasados al siguiente grado por decisión del comité de colocación:

$$\frac{\text{número of estudiantes pasados por el GPC}}{\text{número cumulativo de estudiantes quienes reprobaron todas las administraciones}}$$

(4) *TAKS Met Standard/SDAA II Met ARD Expectations (Failed in previous year) – Cumplió el estándar de SDAA II cumplió expectativas del ARD (Reprobado en el año previo*).- Esta cifra presenta dos cálculos para estudiantes que reprobaron en el 2010.

Para los que fueron avanzados al siguiente grado, el primer cálculo muestra el porcentaje de los que aprobaron la prueba TAKS en el 2011. Utilizando el 5º grado como ejemplo, el cálculo se hizo de la manera siguiente:

$$\frac{\text{número de estudiantes promovidos por el GPC que pasaron la prueba TAKS de lectura de 6º en 2011}}{\text{número de estudiantes quienes fueron promovidos por el GPC y tomó la prueba TAKS de lectura de 6º}}$$

Para los que repitieron el año (*retained*), el segundo cálculo muestra el porcentaje de los que aprobaron la prueba TAKS lectura en 2011. De nuevo, utilizando al 5º grado como ejemplo, el cálculo se hizo de la siguiente manera:

$$\frac{\text{número de estudiantes retenidos que pasaron la prueba TAKS de lectura de 5º en 2011}}{\text{número of estudiantes retenidos y que tomaron la prueba TAKS de lectura de 5º en 2011}}$$

Estos valores incluyen resultados para ambas versiones en español e inglés de la prueba TAKS de 5º grado. Todas las medidas también incluyen los resultados para las pruebas TAKS-M y TAKS-Alt.

Note que el grado más alto en muchas escuelas primarias es el 5º grado. En estos casos solo se reportará el desempeño de los estudiantes de 5º grado que fueron retenidos. El desempeño de los estudiantes que pasaron al 6º grado aparecerá en los reportes de la escuela secundaria (*middle school)*.

Si la escuela o el distrito no tiene algún estudiante fracasado el año anterior, entonces no aparecerá información relacionada con esta medida.

Este indicador también se puede ver en la sección III de los reportes. Para más información vea la *División de Evaluación de Estudiantes SSI (TEA Student Assessment Division SSI)* de la agencia TEA en

http://ritter.tea.state.tx.us/student.assessment/resources/ssi/index.html

(Fuente: Student Assessment Division)

STUDENTS BY GRADE – Estudiantes por grado escolar.- Estos porcentajes se calculan dividiendo el número de estudiantes en cada grado por el número total de estudiantes. *(Fuente: PEIMS, octubre 2010)*

STUDENTS WITH DISCIPLINARY PLACEMENTS – Estudiantes con colocación disciplinaria.- Conteos y porcentajes de estudiantes colocados en programas de educación alternativa bajo el Capítulo 37 de el Código de Educación de Texas (Ley, Disciplina y Orden) *(Texas Education Code (Discipline Law and Order)* se presentan en el reporte del AEIS (para el año escolar de 2009-10). La cuenta de colocaciones disciplinarias se obtuvo del banco de récords del PEIMS. Los distritos reportan las acciones disciplinarias tomadas contra estudiantes quienes han sido excluido del salón de clases por lo menos un día. Aún cuando es posible que un estudiante haya sido excluido varias veces en el transcurso del año escolar, esta medida se cuenta solamente una vez e incluye solamente aquellos incidentes que resultaron en la colocación del estudiante en un programa de educación disciplinaria alternativa o en un programa de educación alternativa de justicia de menores *(juvenile justice alternative education program)*. Esta tasa se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes con una o más colocaciones disciplinarias}}{\text{número de estudiantes que asistieron durante cualquier día en el año escolar}}$$

Para el 2010-11, los siguientes 19 códigos de posibles razones en el récord 425 del PEIMS están incluidos como colocación disciplinaria: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60 y 61. *(Fuente: PEIMS, junio 2010)*

TAKS (TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS) – Pruebas TAKS.- Las pruebas TAKS es un programa integral de exámenes para estudiantes en escuelas públicas en los grados de 3º a 11º. La prueba TAKS está diseñada para medir qué tanto un estudiante ha logrado aprender, comprender y es capaz de aplicar los conceptos y destrezas importantes que se esperan en cada grado evaluado.

Los grados y materias que aparecen en el reporte del AEIS son:

- 3er grado – lectura y matemáticas
- 4º grado – lectura, matemáticas y composición escrita [redacción]
- 5º grado – lectura (primera administración solamente), matemáticas (primera administración solamente) y ciencias
- 6º grado – lectura y matemáticas
- 7º grado – lectura, matemáticas y redacción/composición
- 8º grado – lectura (primera administración solamente), matemáticas (primera administración solamente), ciencias naturales y ciencias sociales

- 9º grado – lectura y matemáticas
- 10º grado – artes del lenguaje en inglés, matemáticas, ciencias naturales y ciencias sociales
- 11º grado – artes del lenguaje en inglés, matemáticas, ciencias naturales y ciencias sociales. Estas pruebas se conocen como las pruebas del nivel de egreso o último nivel *(exit level)*; a los estudiantes se les requiere pasar estas pruebas para ser elegibles para graduarse de la preparatoria.

Cada prueba TAKS está directamente vinculada al currículo de los TEKS. Los TEKS son el currículo estatal mandatorio para los estudiantes de las escuelas públicas de Texas. Estas competencias esenciales enseñadas en cada grado escolar se han desarrollado basadas en el contenido que se aprende en grados anteriores. Para mayor información sobre los TEKS, vea *Texas Essential Knowledge and Skills*

http://www.tea.state.tx.us/index2.aspx?id=6148

Note también:

Spanish TAKS - TAKS en español-. Todas las pruebas TAKS en los grados del 3 al 5 están disponibles en inglés y en español. Los reportes AEIS muestran el desempeño en estas pruebas por separado por grado, pero combinadas cuando se totaliza el desempeño a través de los grados.

Studentes with Disabilities - Estudiantes con discapacidades-. Los estudiantes con discapacidades pueden tomar las pruebas TAKS con acomodos, TAKS modificada o TAKS alternativa; o puede tomar la prueba TAKS regular. Para el 2011, los desempeños en todas estas pruebas se incluyen en todas las medidas de TAKS que se muestran en los reportes AEIS, tanto para el 2011 como para el 2010.

Race and Ethnicity – Origen y origen étnico.- En el año escolar 2009-10 se modificaron las definiciones que se usaban para determinar la raza y el origen étnico. Ese año, para la administración de TAKS 2010, la información de la raza y el origen étnico se recopiló usando las dos definiciones, la anterior y la nueva. Los reportes AEIS de ese año mostraron todos los resultados de TAKS usando solamente la definición anterior. Comenzado con la administración de TAKS del 2011, solo se usará la definición nueva. Para los reportes AEIS del 2010-11, todos los índices de TAKS usarán la nueva definición tanto para el año actual (2011) como para el año anterior (2010). Una sola excepción, el índice de responsabilidad, que se indica a continuación.

Para el 2010-2011, el reporte AEIS muestra los porcentajes de aprobados en la prueba TAKS de varias maneras. A continuación se encuentran las definiciones importantes:

- *TAKS Met 2011 Standard, by Grade* – Cumplió con el estándar de la prueba TAKS, por grado.- El primer índice en este reporte muestra porcentajes de estudiantes que aprobaron la prueba TAKS en cada grado y por materia *(by grade for each subject area)* y por el total de pruebas tomadas *(all tests taken)*. Por favor note lo siguiente:
  - *Student Success Initiative*- Iniciativa para el Éxito Estudiantil.- Solamente se reporta por grado el desempeño de la primera administración del 5ºy 8º grados para lectura y matemáticas. En el reporte AEIS bajo *Student Success Initiative* (Iniciativa para el Éxito

Estudiantil): TAKS Cumulative Met Standard podrá ver los resultados que incluyen la segunda administración.
TAKS-Accommodated, TAKS-M, TAKS-Alt.- El desempeño en TAKS con acomodos, TAKS modificada y TAKS alternativa.- El desempeño en todas las pruebas TAKS se incluye para todas las materias y grados.

- *Race and Ethnicity*- Raza y origen étnico-. El desempeño es desagregado de acuerdo con las nuevas definiciones de raza y origen étnico tanto para el año actual (2011) como para el año anterior (2010).
- *Test Administrations Included*- Administraciones de pruebas que se incluyen.- Estos resultados son los de la primera administración (primavera) del 3º al 10º grado. Los estudiantes en 11º grado generalmente toman el examen de egreso por primera vez en la primavera de su año "junior" (quinto de preparatoria). Sin embargo, bajo ciertas circunstancias, quizás tomen esta prueba por primera vez el año previo en octubre. El desempeño de estos que toman el examen temprano *(early testers)* ha sido incluido bajo los resultados mostrados en el AEIS si tomaron y pasaron todas las cuatro pruebas.
- *All Tests Taken*- Todas las pruebas tomadas.-Así como se ha descrito anteriormente, el número de pruebas tomadas varía por grado. Esto quiere decir que el número de pruebas incluidas bajo la columna de todas las pruebas tomadas *(All Tests Taken)* varía por grado.

- *Sum of All Grades Tested*- Total de todos los grados evaluados.- Se muestran varios índices que totalizan los resultados en TAKS (por materia) a través de los grados.
  - *TAKS Met Standard 2011 (Sum of All Grades Tested-.* Cumplió con el estándar TAKS 2010 (Suma de todos los grados examinados).-El índice de responsabilidad educativa usado para clasificar escuelas y distritos evaluados bajo procesos regulares. Note:
    - El desempeño para el 2011 está desagregado de acuerdo con las nuevas definiciones para raza y origen étnico, pero para el año anterior (2010), se desagregó de acuerdo con las definiciones anteriores. Por esta razón, se muestra un "N/A" para las categorías de raza que no existían e las definiciones anteriores.
    - El desempeño incluye la tasa acumulativa para pasar (cumulative passing rate) de la primera a la segunda administración para los grados 5º y 8º en lectura y matemáticas.
    - El desempeño incluye TAKS con acomodos, TAKS-M y TAKS-Alt para todos los grados y materias.
    - El desempeño incluye todas las versiones en español de TAKS.

    Esta medida se incluye en la sección III de los reportes.
  - *TAKS Commended Performance (Sum of All Grades Tested* - Progreso sobresaliente en la prueba TAKS (Suma total de grados examinados). - Esta medida se refiere al porcentaje de estudiantes que lograron el estándar más alto –sobresaliente- (Commended) en cada una de las materias. Vea TAKS Commended *(Desempeño sobresaliente en TAKS).* Note:
    - El desempeño para el 2011 esta desagregado de acuerdo con las nuevas definiciones para raza y origen étnico, tanto para el año actual (2011) como para el año anterior (2010).

  - El desempeño incluye la tasa acumulativa para pasar (cumulative passing rate) de la primera a la segunda administración para los grados 5º y 8º en lectura y matemáticas.
  - El desempeño incluye TAKS con acomodos, TAKS-M y TAKS-Alt para todos los grados y materias.
  - El desempeño incluye todas las versiones en español de TAKS.
- *TAKS-M Met 2011 Standard (Sum of All Grades Tested)* - Cumplió con el estándar del 2010 en la prueba TAKS-M (Suma de todos los grados evaluados)-. Este indicador muestra el porcentaje de aquellos estudiantes que cumplieron con el estándar de aprobado de TAKS en la prueba TAKS modificada. El desempeño está desagregado de acuerdo con las nuevas definiciones para raza y origen étnico tanto para el año actual (2011) como para el año anterior (2010).
- *TAKS-Alt Met 2011 Standard (Sum of All Grades Tested)* - Cumplió con el estándar del 2010 en la prueba TAKS-M (Suma de todos los grados evaluados)-. Este indicador muestra el porcentaje de aquellos estudiantes que cumplieron con el estándar de aprobado en la prueba alternativa de TAKS. El desempeño está desagregado de acuerdo con las nuevas definiciones para raza y origen étnico tanto para el año actual (2011) como para el año anterior (2010).

Otra información de importancia:

- *Sum of all grades tested* – Suma del total de grados que fueron examinados.- Se refiere a los grados examinados en una escuela en particular. Por ejemplo, el porcentaje de aprobación para el examen de lectura en una escuela primaria que tiene de kindergarten al 5º grado, se calcula así:

$$\frac{\text{número de estudiantes aprobados en la prueba de lectura en 3º, 4º y 5º grado}}{\text{número de estudiantes quienes tomaron la prueba de lectura en 3º, 4º y 5º grado}}$$

- *Rounding of Met Standard Percent* – Redondeo de porcentajes de estándares cumplidos.- El desempeño en la prueba TAKS en el AEIS es una cifra redonda a números íntegros. Por ejemplo, 59.877% se redondea a 60%; 79.4999% se redondea a 79% y 89.5% se redondea a 90%.

- *Masking for Very High and Very Low Performance* – Protección para el progreso muy alto y muy bajo.- Desde el 2004, se aplican nuevas reglas de protección *(masking rules)* a los resultados para la prueba TAKS. En casos en los que el desempeño es de o cerca de 100% del valor mostrado, se muestra como“>99%.” En casos en los que el desempeño es de o cerca de 0%, el valor se muestra“<1%.” Es necesario anotar así los datos que potencialmente revelarían el desempeño de cada estudiante con el fin de cumplir con el estatuto federal FERPA (Acta de Derechos Educativos y de Privacidad para las Familias, *Family Educational Rights and Privacy Act)*. Para más información acerca de las reglas que se utilizaron en los reportes AEIS, vea *“Explanation of AEIS Masking Rules”* Reglas o símbolos que se utilizan para proteger la identidad del estudiante en:

  http://ritter.tea.state.tx.us/perfreport/aeis/2011/masking.html

- *Accountability Subset* – Subgrupo de responsabilidad educativa.- Solo aquellos estudiantes que estaban inscritos el último viernes del previo octubre son parte del subgrupo y han sido incluidos en los cálculos del reporte AEIS. A esto se refiere como el subgrupo de octubre

(October subset) o el Subgrupo de responsabilidad educativa (*Accountability Subset)*. Para un distrito, un estudiante que se trasladó al mismo después del 29 de octubre de 2010 no se incluirá su progreso a nivel del distrito. Para una escuela, un estudiante que se cambió a otra escuela dentro del mismo distrito escolar después del 29 de octubre de 2010 no debe de tener su progreso incluido a nivel de la escuela, pero sí del distrito. Vea *Accountability Subset* (Subgrupo de Responsabilidad Educativa) para obtener más información.

- *All Tests Taken – Total de pruebas tomadas*.- Aún cuando "Total de pruebas tomadas" no es una medida evaluada para adjudicar responsabilidad educativa, ésta es reportada en el reporte del AEIS en ambas formas "por grado" y agregadas bajo "suma de todos los grados." Este valor muestra el porcentaje de estudiantes quienes aprobaron todas las pruebas que tomaron. Por ejemplo, un grupo de 100 estudiantes examinados en lectura o matemáticas en el 3er grado pudo haber tenido los siguientes resultados: 90 estudiantes pasaron lectura y 80 estudiantes pasaron matemáticas. Sin embargo, solo 75 de estos estudiantes pasaron AMBAS lectura y matemáticas. Por esta razón, mientras que el porcentaje de aprobados en lectura será de 90%, y el porcentaje de aprobados en matemáticas será de 80%, el porcentaje de aprobados bajo "Total de pruebas tomadas" será solamente de 75%, no un promedio de 80% y 90%. "Total de pruebas tomadas" es siempre igual o menor que el porcentaje de estudiantes quienes aprobaron cualquiera de las materias individuales de este examen. Mientras más pruebas son tomadas y consideras para esta medida, es más la probabilidad de que el valor de "Total de pruebas tomadas" sea menor que cualquiera de las medidas bajo materias individuales.

Vea el apéndice F y *TAKS Participation* (Participación en la prueba TAKS). (*Fuente: TEA Student Assessment Division*).

TAKS (ACCOMMODATED).- Esta es una prueba igual a la prueba TAKS general pero con cierto acomodos de formato, como tamaño más grande de las letras y menos ítems por página. Esta prueba no contiene ítems intercalados de prueba de campo. Se administra en todos los grados y materias. Se incluye en todos los indicadores de TAKS que se muestran en el AEIS.

TAKS-ALTERNATE (TAKS-ALT).- Esta prueba se basa en estándares académicos alternativos y está diseñada para estudiantes con discapacidades cognitivas significativas. El desempeño en TAKS –Alt se muestra de manera separada en *TAKS-Alt Met 2011 Standard,* totalizada a través de los grados y las materias. A menos que se especifique, para los demás indicadores de TAKS en el AEIS, se incluye el desempeño en todas las pruebas TAKS-Alt. Fíjese que el desempeño del año anterior (2010) para todos los indicadores importantes de las pruebas TAKS se ha recalculado para incluir el desempeño en TAKS-Alt. (*Fuente: TEA Student Assessment Division*).

TAKS COMMENDED PERFORMANCE – TAKS nivel progreso sobresaliente.- Este indicador se refiere al nivel de desempeño más alto en TAKS, establecida por la mesa directiva educativa estatal. Los estudiantes que logran el desempeño sobresaliente han demostrado un entendimiento a fondo del conocimiento y destrezas al nivel de su grado. Este indicador incluye el desempeño en las pruebasTAKS con acomodos, TAKS-M y TAKS Alt.

Para el 2011, el desempeño sobresaliente *(commended performance*) en lectura y matemáticas se evaluó como un nuevo índice básico en el sistema de responsabilidad. Para una explicación más detallada de cómo se usa este índice para determinar las clasificaciones de

responsabilidad, vea el capítulo 2 del Manual de responsabilidad del 2011 (*2011 Accountability Manual).*

Las escuelas y los distritos también pueden cualificar para el reconocimiento dorado del desempeño académico, *Golden Performance Acknowledgment,* basado en su desempeño sobresaliente en TAKS en lectura/artes de lenguaje en inglés, escritura, matemáticas, ciencias sociales y ciencias naturales. Esto incluye el desempeño de las pruebas *TAKS (Accommodated)*. Para una explicación más detallada del reconocimiento dorado del desempeño académico, *Golden Performance Acknowledgment,* vea el capítulo 5 del Manual de responsabilidad del 2011 *(2011 Accountability Manual).*

TAKS EXIT-LEVEL CUMULATIVE PASS RATE *(District Performance only)* **– Tasa acumulativa de aprobados en la prueba TAKS de egreso** *(solamente para el desempeño del distrito).-* La tasa acumulativa de aprobados de la prueba TAKS muestra el porcentaje de estudiantes que tomaron la prueba TAKS de egreso en la primavera del 2010 y eventualmente pasaron todas los exámenes TAKS que tomaron (dentro del mismo distrito) en la primavera del 2011. (Estudiantes que lo reprobaron la primera vez tuvieron otras cuatro oportunidades para re-tomar el(los) examen(es) de nuevo antes de la fecha de graduación.) El propósito de esta medida es el de mostrar el éxito relativo de los distritos en sus esfuerzos para ayudar a todos sus estudiantes a pasar la prueba TAKS de egreso, el cual es un requisito para la graduación en las escuelas públicas en Texas. Se incluye el desempeño en las pruebas *TAKS (Accommodated* ; no se incluye el desempeño en las pruebas TAKS-M y TAKS-Alt.

Los estudiantes examinados *(test takers)* incluidos en *las Tasas acumulativas de la prueba TAKS de egreso* para la clase del 2011:

- Cualquiera de los estudiantes que tomaron la prueba TAKS o *TAKS (Accommodated)* por primera vez en la primavera de 2010.
- Todos los estudiantes de educación especial quienes tomaron alguna prueba TAKS o TAKS con acomodos.
- Todos los estudiantes mencionados anteriormente, ya sea o no que estén bajo el subgrupo de responsabilidad educativa *(accountability subset)* en la primavera del 2010.

Los estudiantes examinados NO incluidos en las Tasas acumulativas de la prueba TAKS de egreso son:

- Aquellos estudiantes quienes tomaron primeramente el examen TAKS de egreso en el Distrito A, pero no aprobaron todas las secciones y se cambiaron al Distrito B y tomaron el examen de nuevo. Estos estudiantes han sido substraídos tanto del numerador como del denominador, aún cuando eventualmente hayan pasado o no todas las pruebas.
- Aquellos estudiantes quienes se mudaron a otro estado o a otro país o perecieron antes de aprobar todas las pruebas de este examen están en el denominador pero no se incluyen en el numerador. Estos estudiantes no se pueden remover del banco de datos porque no están identificados específicamente.
- Aquellos estudiantes quienes desertaron la escuela *(dropped out)* antes de aprobar todas las pruebas de este examen están en el denominador pero no se incluyen en el numerador.

- Aquellos estudiantes quienes se mudaron dentro del estado de Texas en la primavera del 2010 no están incluidos aún cuando tomaron la prueba TAKS y se graduaron en la clase 2011.
- El desempeño para el 2011 y el 2010 está desagregado de acuerdo con las definiciones anteriores para raza y origen étnico. Por esta razón, se muestra en "N/A" para estas categorías de razas que no existían en las definiciones anteriores.

(Fuente: TEA Student Assessment Division)

TAKS MET 2011 STANDARD – Cumplió con el estándar del 2010 para TAKS.- Esto se refiere a la puntuación a escala que los estudiantes tienen que obtener para aprobar la prueba. Para todos los grados y materias en la escala horizontal, se necesita para aprobar una puntuación a escala de igual o mayor que 2100. Para el número real de preguntas en la prueba (puntuación cruda) requeridas para aprobar cada evaluación, vea el apéndice F. La mesa directiva educativa estatal es la que establece el estándar de aprobación del estudiante.

TAKS-MODIFIED (TAKS-M).- Esta prueba alternativa se basa en estándares académicos modificados y está diseñada para estudiantes que reciben los servicios de educación especial que cumplieron con ciertos requisitos de participación. Los resultados de TAKS –M están disponibles en los reportes AEIS del 2010-11 por materia, totalizados a través de los grados en *TAKS-M Met 2011 Standard* (cumplieron con el estándar del 2009 de la prueba *TAKS Modified*). El porcentaje que cumplió con el estándar se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes que aprobaron la prueba TAKS-M [materia] en los grados 3-11}}{\text{número de estudiantes que tomaron la prueba TAKS-M [materia] en los grados 3-11}}$$

A menos que se indique, se incluye el desempeño en las pruebas TAKS-M en los otros índices de TAKS que se muestran en el AEIS. Note que el desempeño del año anterior (2010) para todos los índices importantes de las pruebas TAKS se han recalculado para incluir el desempeño en TAKS-M. Aplica el subgrupo de reglas del sistema de responsabilidad educativa. *(Fuente: TEA Student Assessment Division- División de evaluación estudiantil)*

TAKS PARTICIPATION – Participación en TAKS-. Esta medida indica tanto el porcentaje de estudiantes evaluados como los que no fueron evaluados en cada una de las pruebas del estado, así como el porcentaje de estudiantes incluidos y excluidos al determinar los puntajes en el sistema de responsabilidad educativa. En el 2011 se usaron los resultados de TAKS, TAKS con acomodos, TAKS-M y TAKS-Alt para determinar la clasificación en el sistema de responsabilidad.

No se incluyeron los resultados de la prueba en el sistema de responsabilidad si el estudiante no estaba inscrito en el mismo distrito o escuela para el último viernes del previo mes de octubre. (se muestra como *Mobile*, movilidad).

Hay otros estudiantes que no toman las pruebas. Las razones para no administrar la prueba son:

- *Absent* – Ausentismo-. Puede que los estudiantes estuvieron ausentes durante la administración de cada prueba.

- *LEP Exempt* – Exentos LEP-. Puede que los estudiantes recibieron una exención por ser LEP (Dominio limitado en inglés) para cada prueba y solamente toman la prueba Texas English Language Proficiency Assessment System (TELPAS) del dominio del inglés.
- *Other* – Otro-. Puede que no se calificaron las pruebas debido a enfermedad durante la administración de las mismas u otras irregularidades.

Los porcentajes de los estudiantes que participaron al igual que los no participaron se basan a la medida posible en el total de estudiantes inscritos al momento de las pruebas. A los distritos se les requiere someter un documento de respuestas de TAKS por cada estudiante inscrito en los grados 3 al 11. La metodología que se usa para crear *TAKS Participation* (Participación en TAKS) elimina, lo más posible, duplicidad en el conteo de estudiantes que pueda resultar de múltiples documentos de respuestas. El apéndice E provee una descripción de cada componente de *TAKS Participation* (participación en TAKS). *(Fuente: TEA Student Assessment Division (División de la evaluación estudiantil de TEA).*

TAKS PROGRESS – Progreso en la prueba TAKS *(solamente a nivel de escuela y desempeño de operador charter AEA).*- Esta medida se usa para determinar las clasificaciones bajo procedimientos del sistema de educación alternativa (AEA). El progreso de la prueba TAKS está basada en los exámenes tomados *(tests taken)*. Los estudiantes que toman múltiples pruebas TAKS se incluyeron múltiples veces (por cada prueba TAKS que tomaron). Los estudiantes que tomaron múltiples pruebas TAKS para aprobar el último nivel se incluyeron solamente cuando se cumplió con el estándar de aprobación. Este índice añade todos los resultados el desempeño del 3º al 12º grado y por todas las materias. Se ha calculado de esta manera:

$$\frac{\begin{array}{c}\text{número de exámenes de TAKS que se tomaron } \textit{(tests taken)} \text{ que cumplen con el estándar o que}\\ \text{cumplen con TPM (grados 3 al 10) o cumplen con TGI (grado 11)}\\ \textit{y}\\ \text{número de re-examinados } \textit{(retests)} \text{ en la prueba TAKS de egreso que cumplen con el estándar}\end{array}}{\begin{array}{c}\text{número de exámenes de TAKS que se tomaron } \textit{(tests taken) y}\\ \text{número de exámenes que se volvieron a tomar } \textit{(retests)} \text{ de la prueba TAKS de egreso}\\ \text{que cumplen con el estándar}\end{array}}$$

Esta medida solamente se reporta para el sistema AEIS alternativo, escuelas y operadores charter evaluadas por el sistema alternativo AEA en el 2011. Se han presentado los resultados del año previo ya sea que esta escuela u operador charter haya sido o no evaluada bajo los procesos del AEA el año anterior.

- *AEA Campus*- Escuela AEA.- En los reportes para escuelas registradas bajo educación alternativa, el valor bajo la columna del grupo de escuelas *(Campus Group)* es un guión (-); el valor bajo la columna del distrito *(District)* es un asterisco (*) a menos que sea administrada por un operador charter AEA y la columna del estado *(State)* muestra solamente las sumas agregadas de las escuelas AEA.
- *AEA Charter Operators*- Operadores Charter AEA.- En los reportes para los Operadores Charter AEA, el valor bajo la columna del Estado y la Región (*State, Region)* muestran solamente las agregaciones *(aggregates)* de las escuelas AEA.

Para más información sobre esta medida, vea el capítulo 10 del Manual de responsabilidad del 2011 (*2011 Accountability Manual).*

TAKS SPECIAL EDUCATION ASSESSMENTS – Evaluaciones TAKS para Educación Especial.- El comité ARD determina cuál de las pruebas TAKS recibirá cada estudiantes que recibe los servicios de educación especial, de acuerdo con sus necesidades individuales. La prueba TAKS, la cual incluye la prueba *TAKS (Accommodated)* , se administra a la mayoría de los estudiantes en Texas. Las pruebas *TAKS-M* y *TAKS –Alt* son pruebas alternativas que se pueden administran a aquellos estudiantes que no pueden ser evaluados con TAKS o *TAKS (Accommodated)* y que cumplen con ciertos requisitos específicos de participación.

Vea *TAKS (Accommodated)*, *TAKS-Alt* y *TAKS-M*. Para más información en estas evaluaciones, vea la página de la división de evaluación estudiantil, Student Assessment Division en:

http://www.tea.state.tx.us/index3.aspx?id=3534

TEACHERS BY ETHNICITY AND SEX – Clasificación de maestros por origen étnico y género.- Este es el número de maestros que trabajan tiempo completo (FTE) clasificados de acuerdo con sus correspondientes grupos étnicos y su género. Este porcentaje se deriva del total de maestros quienes trabajan tiempo completo. Comenzando este año, los grupos étnicos se basan en las nuevas definiciones federales para raza y origen étnico las cuales permiten la separación de asiáticos o de las islas del Pacífico y dos o más razas. *(Fuente: PEIMS, octubre de 2010)*

TEACHERS BY HIGHEST DEGREE HELD – Clasificación de maestros por su diploma académico más alto (solamente en el perfil del distrito)**.-** Esta es la distribución de los diplomas/grados académicos de los maestros en el distrito. Indica tanto a los que no tienen título universitario, así como a los que han obtenido una licenciatura, maestría o doctorado y se expresa como porcentaje del total de maestros que trabajan tiempo completo. *(Fuente: PEIMS, octubre 2010)*

TEACHERS BY PROGRAM (population served) – **Clasificación de maestros por programa (población a la que proveen servicios).-** Es el número de los maestro/as que trabajan tiempo completo categorizados por el tipo de población estudiantil a la cual prestan sus servicios: regulares, especiales, compensatorios, de planeación profesional y tecnológica, bilingües/ESL, alumnos dotados y talentosos, así como varios otras poblaciones o grupos misceláneos. Para aquellos maestros que prestan sus servicios a poblaciones compuestas de varios tipos, los valores por maestro/a FTE son asignados para cada tipo de población. Los porcentajes se expresan como el número total de maestros que trabajan tiempo completo. *(Fuente: PEIMS, octubre 2010)*

TEACHERS BY YEARS OF EXPERIENCE – Clasificación de maestros por años de experiencia (solamente para la sección del perfil del distrito)**.-** Es el número de maestros FTE tiempo completo por años de experiencia profesional. La experiencia considerada en estas categorías es la experiencia total del maestro y no su experiencia en el distrito o escuela en cuestión. El número de maestros dentro de cada margen de años de experiencia se expresa como porcentaje del número total de maestros que trabajan el equivalente a tiempo completo. Un maestro que apenas empieza se considera que tiene cero años de experiencia. *(Fuente: PEIMS, octubre de 2010)*

TEXAS GROWTH INDEX (TGI) – Índice de crecimiento de Texas (TGI).- La tasa del TGI no se usó para determinar las clasificaciones de responsabilidad del 2011, y no se incluyó en ningún índice en los reportes AEIS del 2010-11.

TEXAS PROJECTION MEASURE – El Pronóstico TPM.- El TPM no se usó para determinar las clasificaciones de responsabilidad del 2011, y no se incluyó en ningún índice en los reportes AEIS del 2010-11.

TEXAS SUCCESS INITIATIVE (TSI)-HIGHER EDUCATION READINESS COMPONENT –Iniciativa de éxito para Texas–Componente de la preparación para la educación superior.- Esta iniciativa *(The Texas Success Initiative (TSI)* es un programa a diseñado para mejorar los logros de los estudiantes en el ámbito universitario. El mismo requiere que el estudiante sea evaluado en destrezas de lectura, redacción y matemáticas antes de que se inicie en la universidad y a su vez se le dé consejería a base de los resultados en esta evaluación.

Los reportes AEIS muestran el porcentaje de estudiantes que fue exento de tomar una prueba para el TSI porque ya tienen calificaciones lo suficientemente altas en la prueba TAKS de egreso para matemáticas y artes del lenguaje en inglés (ELA), establecidas por la mesa directiva de coordinación educativa universitaria THECB *(the Texas Higher Education Coordinating Board)*. Las calificaciones son consideradas con una escala de 2200 (*scale scores of 2200)* en la prueba TAKS de matemáticas y de artes del lenguaje en inglés, además de una puntuación de 3 o más en la composición escrita *(writing)*. Esta tasa muestra el porcentaje de estudiantes que lograron este nivel de capacidad por materia (ELA y matemáticas) para el 2011 y 2010. Note también que:

- Esta tasa está sujeta a las reglas para los sub grupo del sistema de responsabilidad.
- El desempeño está desagregado de acuerdo con las nuevas definiciones para raza y origen étnico tanto para el año actual (2011) como para el año anterior (2010).
- No se incluye el desempeño en TAKS-M y TAKS-Alt. El estándar de la THECB para la preparación para la universidad en la prueba TAKS del último nivel no aplican a estas pruebas alternativas porque a los estudiantes no se les requiere aprobar la prueba TAKS-M o la TAKS-Alt para graduarse.

Las escuelas y los distritos evaluados para el GPA bajo los procedimientos estándares de responsabilidad pueden cualificar para el reconocimiento dorado del desempeño académico por su desempeño en TSI. Para más información vea el capítulo 5 del Manual del Sistema de Responsabilidad Educativa del 2011. *(Fuente: Division of Student Assessment)*

TOTAL EXPENDITURES BY OBJECT (2009-10) – Gasto total por categoría (2009-10) *(solamente la sección del perfil del distrito)***.-** Los gastos actuales totales se agrupan de acuerdo con la categoría operativa. El gasto total agrupado por categoría operativa se expresa como un porcentaje de los gastos totales. Los valores en la columna 'Por estudiante' *(Per Student)* muestra los gastos actuales por categoría divididas por el número total de estudiantes inscritos *(in membership)* en el año escolar 2009-10. Note que el número presentado no es la cantidad que actualmente se gastó por cada estudiante, sino que es el promedio del total por estudiante *(per-student average of the total)*. Las categorías *(object code)* operativas aparecen en paréntesis:

- *Payroll Costs* – Costos de nómina.- Esto son los salarios netos o gastos de nómina o beneficios de los asalariados (6100).
- *Other Operating Costs* – Otros gastos de funcionamiento.- Estos incluyen servicios proporcionados a los distritos escolares por firmas, individuos u otras organizaciones; gastos de abastos y materiales *(Supplies and Materials)* incluyendo combustible para vehículos, otros materiales de lectura (excluyendo el costo de los textos educativos de gobierno) y abastos para alimentación y otros gastos necesarios para el funcionamiento del distrito (6200-6400).
- *Debt service* – Pago de la deuda.- Estos incluyen todos los gastos relacionados con servicios de deudas incluyendo el retiro de deuda y del bono afianzado *(bond principal)* y todos los gastos en intereses (6500); y
- *Capital Outlay*- Desembolso de capital.- Estos son gastos se refieren a activos fijos como terrenos, edificios y equipo (6600).

Note que estos gastos son reportados como *gastos actuales* y no como *presupuestados*. Por tanto, la información es la correspondiente al año anterior (2009-10). Vea el apéndice B. *(Fuente: PEIMS, marzo 2011)*

TOTAL OPERATING EXPENDITURES BY FUNCTION (2009-10) – Gasto total de funcionamiento clasificados por función (2008-09) *(solamente en el perfil del distrito)***.-** Los gastos actuales totales han sido agrupados por función *(by function of expense)*. Costos *actuales* totales para el mantenimiento y gastos operativos según el tipo de función se expresan como el porcentaje del presupuesto para el funcionamiento del plantel escolar. Los valores en la columna 'Por estudiante' *(Per Student)* muestra los gastos actuales por categoría por función divididas por el número total de estudiantes inscritos *(in membership)* en el año escolar 2009-10. Los gastos por estudiante *(per-student expenditures)* son reportados para el total de gastos por su fuente por varias categorías de agrupaciones de funcionamiento *(various groupings of operating categories)*. Note que el número presentado no es la cantidad que actualmente se gastó por cada estudiante, sino que es el promedio del total por estudiante *(per-student average of the total)*.

Cuando se comparan los promedios para los gastos a nivel del plantel escolar note que los promedios a nivel del estado y distrito incluyen todo tipo de planteles escolares. Por ejemplo, los gastos por un estudiante de preparatoria pueden no ser comparables con otros promedios por que el valor del estado incluye primarias y secundarias, las cuales típicamente tienen menos gastos por estudiante que las preparatorias. Otras variables que pueden afectar comparaciones son las del nivel de experiencia de los maestros y administradores, los tipos de programas de instrucción ofrecidos y las características de los estudiantes. Las categorías de las funciones *(function codes)* aparecen en paréntesis.

- *Instruction* – Instrucción.- Estas son todas las actividades directamente relacionadas con la educación entre estudiantes y profesores/as, incluyendo la enseñanza mediante computadoras (11), y gastos para proveer recursos a los programas de Educación Alternativa Correccional Juvenil de Justicia *(Juvenile Justice Alternative Education Programs)* (95).

- *Instructional Related Services* – Servicios relacionadas con la instrucción.- Estos son gastos para materiales y recursos educativos y de medios de comunicación *(media)*, como centros de recursos y bibliotecas (12); y para el desarrollo del currículo académico y de preparación para el personal de instrucción *(instructional staff development)* (13).
- *Instructional Leadership* – Liderazgo administrativo educativo.- Esto incluye la administración, supervisión, dirección y liderazgo para mejorar la capacidad del personal que provee servicios de enseñanza (21).
- *School Leadership* – Liderazgo Escolar.- Esto incluye la dirección y administración de una escuela (23).
- *Support Services - Student* – Servicios de apoyo – estudiantes.- Esto incluye la consejería y evaluación (31), servicios sociales (32) y servicios de salud (33);
- *Student Transportation* – Servicios de transporte para estudiantes.- Se refiere al transporte de estudiantes durante la ida y vuelta a la escuela (34).
- *Food Services* – Servicios de alimentación.- Estos incluyen servicios para operaciones, el costo de los alimentos y mano de obra (35),
- *Co-curricular Activities* – Actividades co-curriculares.- Estas incluyen actividades patrocinadas por la escuela durante o al final del día escolar las cuales no son esenciales para brindar servicios de instrucción *(instructional services)* (36);
- *Central Administration* – Administración central (solamente en el perfil del distrito).- Esto incluye administrar o gobernar al distrito escolar como una entidad total (41); costos asociados con la compra o venta de créditos de asistencia *(attendance)* ya sean del estado o de otro (s) distrito(s) escolar(es) (92); y solamente para las escuelas "Charter" gastos relacionados con actividades para levantar fondos *(fund raise)* (81).
- *Plant Maintenance and Operations* – Servicios de operación y mantenimiento de las instalaciones.- Estos incluyen mantener la planta y el plantel y áreas circundantes en buenas y efectivas condiciones (51);
- *Security and Monitoring Services* – Servicios de vigilancia.- Estos incluyen mantener el ámbito de los estudiantes y del personal seguros (52).
- *Data Processing Services* – Procesamiento de datos y de bancos informáticos.- Esto incluye servicios de procesamiento de datos, ya sean contratados o empleados *(in-house or contracted)* (53).
- *Other Campus Costs* – Otros gastos del plantel escolar (solamente en el perfil de la escuela).- Éste combina las funciones 35, 36, 51, 52, 53 mencionadas con anterioridad.

Note que estos gastos son reportados como gastos actuales y no como presupuestados. Por tanto, la información es la correspondiente al año anterior (2009-10). También vea el apéndice B. *(Fuente: PEIMS, marzo 2011)*

TOTAL OPERATING EXPENDITURES BY PROGRAM (2009-10) – Gastos totales para funcionamiento por programa educativo (2009-10).- Los gastos actuales totales han sido agrupados por programa *(program of expense)*. Costos *actuales* totales se agrupan según el tipo de programa y se expresan como el porcentaje del gasto actual para el funcionamiento

(actual total operating expenditures). Los valores en la columna 'Por estudiante' *(Per Student)* muestra los gastos actuales por categoría de programas divididas por el número total de estudiantes inscritos en el 2009-2010. Los gastos de operación por estudiante *(Per student operating expenditures)* son reportadas por el total de gastos de funcionamiento por programa para varios grupos por categoría de función *(groupings of operating categories)*. Note que el número presentado no es la cantidad que actualmente se gastó por cada estudiante, sino que es el promedio del total por estudiante *(per-student average of the total)*. Los códigos de los programas *(program codes)* aparecen en paréntesis. La suma de los gastos de funcionamiento por área programática es menos que el total de gastos de funcionamiento por función ya que una porción significativa de los gastos no tiene un área programática asignada y se reporta como "99" lo cual significa "sin distribuir". Esta no se incluye en las categorías mostradas o en la cantidad de total de gastos de funcionamiento del programa. Además las funciones incluidas difieren entre las dos divisiones (por programa o por función).

- *Regular Education* – Educación regular.- Se refiere al costo para la provisión de servicios básicos para la educación/instrucción de los estudiantes no registrados bajo educación especial (11).
- *Gifted & Talented Education* – Programas para alumnos dotados y talentosos.- Este es el costo de asesorar estudiantes como colocación en el programa y servicios de instrucción que van más allá del programa básico educativo diseñado para satisfacer las necesidades de estudiantes dotados en estos programas (21).
- *Career & Technology Education* – Programas educativos de planeación profesional y tecnología.- Este es el costo de evaluar, establecer y proveer servicios educativos y/u otros para preparar estudiantes para empleo *(gainful employment)*, entrenamiento técnico avanzado *(advanced technical training)* o a nivel más simple *(homemaking)*. Esto puede incluir actividades de aprendizaje o entrenamiento para un trabajo (22).
- *Special Education* – Programas de educación especial.- Este es el costo incurrido al evaluar, colocar y proveer servicios educativos y/u otros servicios a estudiantes con discapacidades quienes tienen un Plan Educativo Individualizado-PEI *(Individual Educational Plans (IEP))* aprobado por el Comité ARD *(Admission, Review and Dismissal)*. Estos planes están basados en el nivel de habilidad y/o las necesidades educativas de los estudiantes (23).
- *Accelerated Education* – Programas educativos acelerados.- Este es el costo de usar servicios educativos adicionales a estudiantes a riesgo de dejar sus estudios *(at-risk of dropping out)* (24, 30).
- *Bilingual/ESL Education* – Programas educativos bilingües y ESL (inglés como segundo idioma).- Este es el costo de evaluar, asignar/colocar y proveer servicios educativos y/u otros servicios a estudiantes que están aprendiendo inglés, con la meta de que dominen el idioma inglés, para que sean letrados e instruidos en éste como lengua primaria, en la redacción en inglés y como lengua académica relacionada con los cursos requeridos (25).
- *Other* – Otros.- Este es el costo de proveer servicios a estudiantes separados de las aulas regulares y enviados ya sea al programa de educación alternativa ya sea disciplinario o no (26, 28, 29).

- *High School Allotment* – Asignación de fondos para la preparatoria.- Esto se refiere a $275 por estudiante en la escuela preparatoria que se asignan para ayudar a los distritos en:
  - preparar estudiantes de bajo desempeño para que entren a una institución de enseñanza secundaria;
  - animar a los estudiantes a buscar oportunidades académicas avanzadas
  - proveer oportunidades de tomar cursos más rigurosos;
  - alinear el plan de estudios y las expectativas de la educación secundaria con la post secundaria ;
  - apoyar otras iniciativas prometedoras para completar la preparatoria u otra iniciativa de éxito en los grados 6 al 12 aprobado por el comisionado de educción (32)
- *Athletics/Related Activities* – Atletismo o actividades deportivas.- Este es el costo incurrido al proveer servicios para la participación de estudiantes en actividades para competencias atléticas, incluyendo costos de servicios de entrenador *(coaching)* y también para patrocinadores del equipo, para apoyo del equipo escolar *(drill team)*, porristas *(cheerleaders, pep squad)* o cualquier otra actividad organizada que apoye el atletismo escolar excepto la banda de la escuela (91).

Note que estos gastos han sido reportados como actuales y no *presupuestados.* Por tanto, la información es del año previo (2009-10). También vea el a*péndice B*. *(Fuente: PEIMS, marzo 2011).*

TOTAL REVENUES BY SOURCE (2009-10) – Ingreso total por fuente de ingreso (2008-09) *(solamente en el perfil del distrito)***.-** Los ingresos totales actuales se agrupan por categorías de fuente de ingreso. Los ingresos actuales para las categorías de grupos de objetos *(groups of object categories)* se expresan como un porcentaje del ingreso total. Los valores en la columna 'Por estudiante' *(Per Student)* muestra el total de ingresos divididos por el número total de estudiantes inscritos en el año escolar 2009-10. Los ingresos por estudiante *(per-student revenues)* son reportados para el total de ingresos por su fuente por varias categorías de agrupaciones de ingreso *(various groupings of revenue categories).* Note que el número presentado no es la cantidad que actualmente se percibe por cada estudiante, sino que es el promedio del total por estudiante *(per-student average of the total)*.

Las cantidades reportadas como ingreso en cualquiera de estas categorías son las cantidades que fueron reportadas por distritos para los fondos generales y el total de fondos *(general fund and all funds).* Los códigos para las categorías aparecen en paréntesis.

- *Local Tax* – Impuesto local. – Este es ingreso del distrito procedente de impuestos ad-valorem sobre la propiedad real y personal (categoría de objetivo 5710-5719 menos la función de gastos 91);
- *Other Local and Intermediate* – Otros ingresos locales e intermediarios.- Esto incluye ingreso por servicios a otros distritos, colegiatura y tarifas cobradas a estudiantes, subvenciones del estado, ingreso de actividades relacionadas con el programa académico co-curriculares e iniciativas comerciales, subvenciones de fuentes intermedias (municipio—*county*) y otras fuentes de ingresos locales (categorías de objetivo 5720-5769).

- *State* – Estatal.- Esto incluye las prestaciones per cápita y de programas de fundaciones, el ingreso procedente de otros programas financiados por el estado, ingresos de otras agencias gubernamentales estatales y los beneficios del Sistema de retiro de los maestros *(Teacher Retirement System Benefits)* pagados por el Estado de Texas para los empleados del distrito. (categoría de objetivo, serie 5800). Note que los ingresos del estado también incluye el Fondo estatal de estabilización fiscal (SFSF). La cantidad del SFSF es el ingreso que recibe del Programa para asignar fondos a las escuelas que se distribuyó de acuerdo con Ley de Reinversión y Recuperación de Estados Unidos de 2009 (*American Recovery and Reinvestment Act of 2009)*. La cantidad que recibió el distrito del SFSF se muestra a pie de página al final del reporte del distrito. También se muestra un pie de página similar en los reportes de la región y del estado (ingresos-fondos federal 266 usados con el código 5929).
- *Federal* – Federal.- Este incluye el ingreso recibido directamente del gobierno federal o distribuido por TEA u otros organismos gubernamentales estatales como entidades para la educación y planeación profesional o tecnológica *(career and technology education)*, programas para niños con desventajas educativas (Ley de Consolidación y Mejoramiento Educativo y Ley de Educación Primaria y Secundaria— *(Education Consolidation and Improvement Act, and Elementary and Secondary Education Act)*, y programas de servicio de comida y otros programas federales (categoría de objetivo, serie 5900).

Note que esta tasa es reportada como ingreso actual y por tanto la información es del año anterior (2009-10). Vea el apéndice B. (Fuente: PEIMS, marzo 2011)

TOTAL STAFF – Número total de personal escolar *(solamente en la sección del perfil del distrito)***.-** Es el número de total de personal que incluye personal profesional, (maestro/as, personal profesional suplementario, administradores), personal de asistencia educativa, y (en el reporte del distrito) el personal auxiliar del distrito. El total bajo 'minorías étnicas' *(minority staff)* se calcula sumando todos los grupos del personal empleado tiempo completo FTE que no son de origen anglo-europeo (afro-americano, hispano, indio nativo norteamericano, asiático o de las islas del Pacífico y dos o más razas). Comenzando este año, la raza y origen étnico del personal está basado en las nuevas definiciones federales. El conteo del personal FTE de minoría se expresa como porcentaje del número total de personal FTE. *(Fuente: PEIMS, octubre 2010)*

TOTAL STUDENTS – Número total de estudiantes.- Este es el número total de estudiantes inscritos en escuelas públicas desde el 29 de octubre de 2010 en cualquier grado (pre-primaria al 12º grado). Membresía *(Membership)* es una cifra diferente al de inscripciones, porque no incluye a aquellos estudiantes los cuales obtienen servicios del distrito por menos de dos horas al día. Por ejemplo, el total de estudiantes *(Total Students)* excluye estudiantes quienes asisten a escuelas que no son públicas *(nonpublic school)* pero reciben ciertos servicios del distrito escolar local como terapia del habla *(speech therapy)* por menos de dos horas al día de su distrito escolar local público. *(Fuente: PEIMS, octubre 2010)*

TSI: Vea *Texas Success Initiative.*

TURNOVER RATE FOR TEACHERS – Índice de pérdida o rotación de maestros *(solamente en la sección del perfil del distrito)***.-** Muestra el número FTE de maestros que no estaban empleados por el distrito en el otoño de 2009-10 y que subsecuentemente no estaban

empleados en el otoño de 2010-11, dividido por el número total de maestros FTE en el otoño de 2009-10. Los números de seguro social *(social security)* de los maestros empleados en el distrito en el otoño de 2009-10 se checan para verificar su estatus de empleo en el mismo distrito para el otoño de 2010-11. El personal que continúa empleado por el distrito aunque no está empleado como maestro se incluye en esta tasa de pérdida de maestros. *(Fuente: PEIMS, octubre 2010, octubre 2009)*

VALUE BY CATEGORY – Valor por categoría.- Vea *Standardized Local Tax Base (Comptroller Valuation)* (Base Impositiva Local Estandarizada (Avalúo del Contralor)).

VERTICAL SCALE GROWTH (VSG) – Escala vertical de crecimiento (VSG).-: Este índice muestra el crecimiento en las pruebas TAKS de lectura y matemáticas en los grados 3 al 8. Se usa para determinar el mejoramiento comparable (CI).

Un valor promedio para VSG para cada escuela se determina sumando los valores del VSG a mivel de estudiante al valor de la VSG de la escuela y dividiendo entre el número de estudiantes. En este indicador se incluyeron los estudiantes quienes:

- tomaron la prueba TAKS de lectura y/o de la primavera del 2011, en los grados del 4 al 8.
- son parte del 2011 *Accountability Subset* (Sub-grupo del sistema de responsabilidad del 2011) (vea el capítulo 2 del Manual de responsabilidad del 2011);
- pudieron relacionarse con la administración de TAKS del 2010 — en cualquier lugar en el estado—para encontrar se desempeño del año anterior para lectura y /o matemáticas: y
- fueron promovidos al próximo grado en el 2010.

La VSG promedio se calcula:

$$\text{VSG promedio (lectura)} = \frac{\text{suma de los valores de VSG del estudiante para lectura}}{\text{número total de estudiantes con VSG en lectura}}$$

$$\text{VSG promedio (matemáticas)} = \frac{\text{suma de los valores de VSG del estudiante para matemáticas}}{\text{número total de estudiantes con VSG en matemáticas}}$$

Una vez se determina la VSG, esta se lista con las otras 40 VSG promedio del grupo de comparación de la escuela. Las escuelas se organizan desde la que tiene el promedio más alto hasta la que tiene el promedio de VSG más bajo. Si la escuela objetivo que se está comparando cae en el primer cuartil y se cumplen además todos los criterios, se le otorga un GPA para CI. Este se calcula para cada materia por separado. Los reportes del mejoramiento comparable están disponibles en:

http://ritter.tea.state.tx.us/perfreport/ci/2011/index.html

Ya que la VSG está disponible solamente para los grados del 4 al 8, solamente las escuelas que tienen estudiantes evaluados en los grados del 4 al 8 pueden tener un reporte CI. Los cálculos de la VSG comienzan con 4º grado porque los estudiantes necesitan los resultados del año anterior (grado 3) para mostrar crecimiento.

Para una explicación más detallada de la VSG, vea el apéndice E del Manual de responsabilidad del 2011 (*2011 Accountability Manual*).

Identificación de funciones del PEIMS
(en orden alfabético)

ADMINISTRADORES CENTRALES

027 ..... Superintendente/CAO/CEO/Presidente

ADMINISTRADORES ESCOLARES

003 ..... Asistente del Director

ADMINISTRADORES CENTRALES O DEL PLANTEL ESCOLAR*

004 ..... Asistente del Superintendente
012 ..... Funcionario educativo (instrucción)
020 ..... Director
028 ..... Supervisor de maestros
040 ..... Director de atletismo
043 ..... Administrador/contador
044 ..... Recaudador de impuestos
045 ..... Director de personal
055 ..... Director de Inscripciones (oficina central)
061..... Asistente/Asociado del Director o Director Ejecutivo
062..... Director del Departamento/Componente
063..... Coordinador/Administrador/Supervisor

PERSONAL PROFESIONAL DE APOYO

002 ..... Terapeuta artístico
005 ..... Psicólogo asociado
006 ..... Audiólogo
007 ..... Terapeuta correctivo
008 ..... Consejero
011 ..... Evaluador educativo (diagnosis)
013 ..... Bibliotecario
015 ..... Músico-terapeuta
016 ..... Terapeuta ocupacional
017 ..... Especialista certificado en orientación y movilidad
018 ..... Fisioterapeuta
019 ..... Médico
021 ..... Terapeuta recreativo
022 ..... Enfermera de escuela
023 ..... Psicólogo de escuela (LSSP-licenciado)
024 ..... Trabajador Social
026 ..... Terapista/patólogo del habla
030 ..... Profesor Invitado
032..... Coordinador/centro de aprendizaje relacionado al trabajo
041..... ..... Facilitador para el maestro
042 ..... Evaluador de maestro
054 ..... Jefe de departamento
056 ..... Entrenador de atletismo
058 ..... Otros profesionales de la escuela
064 ..... Especialista/Asesor
065 ..... Agente de servicios fuera de la escuela
079 ..... Otros profesionales de los ESC
080 ..... Otros profesionales que no son de la escuela

MAESTROS

087 ..... Maestro
047 ..... Maestro sustituto

PERSONAL DE ASISTENCIA EDUCATIVA

033 ..... Asistente educativo
036 ..... Intérprete certificado

PERSONAL AUXILIAR

Tiene historial de empleo pero no tiene para responsabilidades específicas.

* Las posiciones de los administradores reportados están categorizadas como oficinas centrales o del plantel escolar, dependiendo de la identificación (ID) de la organización con la cual han sido reportados.

Términos y Códigos de Contabilidad sobre Ingresos y Gastos
(en orden alfabético por categoría)

Categoría	Fondos*	Función(es)	Objetivo(s) †††	Programa(s
INFORMACIÓN DE GASTOS OPERATIVOS REALES				
POR FUNCIÓN				
SERVICIOS PARA LA COMUNIDAD	Generales y todos	61	6100–6400	Todos
TOTAL DE GASTOS OPERACIONALES	Generales y todos	Suma de detalles a continuación	6100–6400	Todos
Instrucción/Enseñanza***	Generales y todos	11, 95	6100–6400	Todos
Servicios relacionados a la enseñanza***	Generales y todos	12,13	6100–6400	Todos
Liderazgo educativo***	Generales y todos	21	6100–6400	Todos
Liderazgo escolar***	Generales y todos	23	6100–6400	Todos
Servicios de apoyo – estudiante***	Generales y todos	31,32,33	6100–6400	Todos
Transportación escolar	Generales y todos	34	6100–6400	Todos
Servicios alimenticios	Generales y todos	35	6100–6400	Todos
Actividades co-curriculares	Generales y todos	36	6100–6400	Todos
Administración Central	Generales y todos	41,92 (o 81/Escuela Charter)	6100–6400	Todos
Operación & mantenimiento de las instalaciones	Generales y todos	51	6100–6400	Todos
Servicios de seguridad & monitoria	Generales y todos	52	6100–6400	Todos
Servicios informáticos para bancos de datos	Generales y todos	53	6100–6400	Todos
Otros gastos del plantel escolar****	Generales y todos	35,36,51-53	6100–6400	Todos
POR CATEGORÍA DE OBJETO				
TOTAL DE GASTOS	Generales y todos	Todos§	Todos 6000	Todos
Costos de nómina	Generales y todos	Todos§	6100	Todos
Otros gastos de funcionamiento	Generales y todos	Todos§	6200-6400	Todos
Servicios de pago de deuda	Generales y todos	Todos§	6500	Todos
Desembolsos de capital	Generales y todos	Todos§	6600	Todos
INFORMACIÓN DE GASTOS REALES DE LOS PROGRAMAS				
POR PROGRAMA				
TOTAL PARA EL FUNCIONAMIENTO	Generales y todos	Suma de detalles a continuación	6100–6400	Suma de detalles a continuación
Educación Regular	Generales y todos	11–13, 21, 23, 31–36, 51, 52, 91†, 92,95,99****	6100–6400	11
Educación Especial	Generales y todos	11–13, 21, 23, 31–36, 51, 52, 91†, 92,95,99****	6100–6400	23
Educación Acelerada/Compensatoria	Generales y todos	11–13, 21, 23, 31–36, 51, 52, 91†, 92,95,99****	6100–6400	24, 30
Planeación Profesional y Tecnológica	Generales y todos	11–13, 21, 23, 31–36, 51, 52, 91†, 92,95,99****	6100–6400	22
Educación Bilingüe/ESL	Generales y todos	11–13, 21, 23, 31–36, 51, 52, 91†, 92,95,99****	6100–6400	25
Educación para Dotados y Talentosos	Generales y todos	11–13, 21, 23, 31–36, 51, 52, 91†, 92,95,99****	6100–6400	21
Atletismo y Actividades Relacionadas	Generales y todos	11–13, 21, 23, 31–36, 51, 52, 91†, 92,95,99****	6100–6400	91
Asignación de fondos para la preparatoria	Generales y todos	11–13, 21, 23, 31–36, 51, 52, 91†, 92,95,99****	6100–6400	31
Otros	Generales y todos	11–13, 21, 23, 31–36, 51, 52, 91†, 92,95,99****	6100–6400	26,28,29

Continúa en la siguiente página

INFORMACIÓN DE INGRESO REAL				
POR FUENTE				
INGRESO TOTAL	Generales y todos	n/a	Código 5000	n/a
Impuesto local	Generales y todos	n/a	5710–5719 (menos los gastos de la función 91)	n/a
Otros ingresos locales e intermediarios	Generales y todos	n/a	5720–5769	n/a
Nivel estatal@	Generales y todos	n/a	5800 (más el código del fondo 266 con el código de objeto 5929)	n/a
Nivel federal	Generales y todos	n/a	5900 (menos el código del fondo 266 con el código de objeto 5929)	n/a
TRANSFERENCIAS PARA IGUALAR NIVELES DE RIQUEZA ESCOLAR††	Generales y todos	91	Todos los códigos bajo los 6000	Todos

* Fondos – Los fondos generales incluyen los códigos de fondos 101 – 199 & 266. El código 420 está incluido en el fondo general sólo para escuelas charter. Todos los fondos incluyen los fondos generales más los códigos en las series 200/300/400, 599, 601, 699 y 701.

** Indica la categoría que aparece tanto en el Perfil del distrito como en el de la escuela. Las categorías que no están marcadas aparecen solo en el perfil del distrito.

*** Indica que la categoría aparece solamente en el Perfil de la escuela.

**** A nivel de escuela, solamente las funciones 11-13, 21, 23, 31-33 y 95 están incluidas en los gastos por programa.

§ Excluye cargos Inter-gubernamentales (series de la función 90) excepto por las funciones 92 & 95.

† La función 91 representa transferencias de colegiaturas de los grados escolares que no se ofrecen, y no se refiere a las Transferencias para igualar la riqueza ínter-escolar *("Equity Transfers.")*

†† La función 91 representa las cantidades de gastos reportadas para cubrir el costo de reducir el valor de la propiedad para igualar los niveles de riqueza escolar a los niveles requeridos *(required equalized wealth level)* y pagos a escuelas charter, respectivamente.

††† Los códigos 6400 incluyen: 6629, 6631, 6639, 6649 y 6659 los cuales aplican solamente a las escuelas charter excluyendo los colegios y universidades sin matrícula restringida (open enrollment). Note que estas categorías no están incluidas en la serie de códigos de los 6600.

@ Los ingresos estatales incluye los Fondos Estatales de Estabilización (*State Fiscal Stabilization Funds*- código 266 con código de objeto 5929), distribuidos bajo Ley de Reinversión y Recuperación de Estados Unidos de 2009 (American Recovery and Reinvestment Act of 2009).

Si necesita más explicaciones sobre estos fondos, funciones, objetos y sobre los códigos de programas, vea el *Financial Resource Guide* en http://www.tea.state.tx.us/index4.aspx?id=1222.

Cursos Académicos Avanzados
Sistema de Índices de Excelencia Académica 2010-11

Artes del lenguaje en inglés

A3220100	Artes del lenguaje en inglés y composición
A3220200	Literatura en inglés y composición
A3220300	Lenguaje inglés internacional
I3220300	Inglés III
I3220400	Inglés IV
03221100	Investigación/ Redacción Técnica
03221200	Redacción Creativa/Imaginativa
03221500	Géneros Literarios
03221600	Humanidades
03221800	Estudio Independiente en Inglés
03231000	Estudio Independiente en Periodismo
03231902	Periodismo, Difusión/ Transmisión Avanzada III
03240400	Interpretación Oral III
03240800	Debate III
03241100	Oratoria III
03241200	Estudio Independiente en Oratoria

Matemáticas

A3100101	Cálculo AB
A3100102	Cálculo BC
A3100200	Estadísticas (colocación avanzada/ AP)
I3100100	Matemáticas – Estudios Regulares
I3100200	Matemáticas – Nivel Regular
I3100300	Matemáticas Nivel Avanzado
I3100400	Matemáticas Avanzadas Nivel Subsidiario
03101100	Pre-Cálculo
03102500	Estudio Independiente en Matemáticas (1ª vez)
03102501	Estudio Independiente en Matemáticas (2ª vez)

Ciencias de Computación

A3580100	Computación I
I3580200	Computación I
I3580300	Computación II
I3580400	Tecnología Informatica en una Sociedad Global
03580200	Computación I
03580300	Computación II

- Todos los cursos reportados se refieren al año escolar 2009-10.
- El prefijo "A" indica que es un curso válido para colocación avanzada *(AP)*.
- El prefijo "I" indica que es un curso válido para el bachillerato internacional *(IB)*.
- Esta lista no contiene cursos que son de registro dual exclusivamente.

Bellas Artes

A3150200	Teoría Musical
A3500100	Historia del Arte
A3500300	Taller de Arte — Dibujo
A3500400	Bellas Artes/Portafolio de Diseño con Dos Dimensiones
A3500500	Bellas Artes/Portafolio de Diseño Tridimensional
I3250200	Música SL
I3250300	Música HL
I3250500	Teatro/Filmografía
I3600100	Arte/Diseño HL
I3600200	Arte/Diseño SL-A
I3600300	Arte/Diseño SL-B
I3750200	Teatro SL
I3750300	Teatro HL
I3830200	Danza IB
M1170158	Danza - Tecnología I
M1170159	Danza - Tecnología II
M1170160	Danza – Coreografía I
M1170161	Danza – Coreografía II
M1170162	Danza – Coreografía III
03150400	Música IV Banda
03150800	Música IV Orquesta
03151200	Música IV Coro
03151600	Música IV Conjunto de Jazz
03152000	Música IV Conjunto Instrumental
03152400	Música IV Conjunto Vocal
03250400	Arte Dramático—Teatro IV
03251000	Producción Teatral IV
03251200	Artes Técnicas Teatrales IV
03502300	Arte IV Dibujo
03502400	Arte IV Pintura
03502500	Arte IV Imprenta
03502600	Arte IV Fibras
03502700	Arte IV Cerámica
03502800	Arte IV Escultura
03502900	Arte IV Joyería
03503100	Arte IV Fotografía
03503200	Arte IV Diseño Gráfico
03503500	Arte IV Medios Electrónicos
03830400	Danza IV

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- El prefijo "I" indica que es un curso válido para el bachillerato internacional *(IB)*.
- Esta lista no contiene especificamente cursos que son de registro dual.

Ciencias

A3010200	Biología
A3020000	Ciencias Ambientales
A3040000	Química
A3050001	Física B
A3050002	Física C
I3010200	Biología
I3010201	Biología II
I3030001	Tecnología del diseño SL
I3030002	Tecnología del diseño HL
I3020000	Sistemas Ambientales
I3040001	Química I
I3040002	Química II
I3050001	Física 1
I3050002	Física II

Ciencias Sociales/Historia

A3310100	Microeconomía
A3310200	Macroeconomía
A3330100	Gobierno y Política de Estados Unidos
A3330200	Gobierno y Política Comparativa
A3340100	Historia de los Estados Unidos
A3340200	Historia Europea
A3350100	Psicología
A3360100	Geografía Humana
A3370100	Historia Universal
I3301100	Historia, Nivel Regular
I3301200	Historia: África, Nivel Avanzado
I3301300	Historia: Las Américas, Nivel Avanzado
I3301400	Historia: Este y Sudeste de Asia, Nivel Avanzado
I3301500	Historia: Europa, Nivel Avanzado
I3302100	Geografía, Nivel Regular
I3302200	Geografía, Nivel Avanzado
I3303100	Economía, Nivel Regular
I3303200	Economía, Nivel Avanzado
I3303300	Administración de Empresas I (IBBMT1)
I3303400	Administración de Empresas II (IBBMT2)
I3304100	Psicología, Nivel Regular
I3304200	Psicología, Nivel Avanzado
I3366010	Filosofía

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- Esta lista no contiene especificamente cursos que son de registro dual.

Ciencias Sociales/Historia (cont.)

03380001	Ciencias Sociales, Estudios Avanzados
I3000100	Teoría del Conocimiento
03310301	Economía, Estudios Avanzados

Idiomas—Cursos Avanzados (Modernos o Lenguas Clásicas)

A3120400	Japonés IV
A3400400	Italiano IV
A3410100	Francés IV
A3420100	Alemán IV
A3430100	Latín IV (Virgilio)
A3430200	Latín V (Literatura)
A3440100	Español IV
A3440200	Literatura Española V
A3450400	Ruso IV
A3490400	Chino IV
I3120400	Japonés IV
I3120500	Japonés V
I3410400	Francés IV
I3410500	Francés V
I3420400	Alemán IV
I3420500	Alemán V
I3430400	Latín IV
I3430500	Latín V
I3440400	Español IV
I3440500	Español V
I3440600	Español VI
I3440700	Español VII
I3450400	Ruso IV
I3450500	Ruso V
I3480400	Hebreo IV
I3480500	Hebreo V
I3490400	Chino IV
I3490500	Chino V
I3490600	Chino VI
I3490700	Chino VII
I3520400	Hindú IV
I3520500	Hindú V
I3996000	Otra Lengua Extranjera IV
I3996100	Otra Lengua Extranjera V
I3663600	Otra Lengua Extranjera VI

- Todos los cursos reportados se refieren al año escolar 2009-10.
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Idiomas—Cursos Avanzados (Modernos o Lenguas Clásicas) (cont.)

I3663700	Otra Lengua Extranjera VII
03110400	Árabe IV
03110500	Árabe V
03110600	Árabe VI
03110700	Árabe VII
03120400	Japonés IV
03120500	Japonés V
03120600	Japonés VI
03120700	Japonés VII
03400400	Italiano IV
03400500	Italiano V
03400600	Italiano VI
03400700	Italiano VII
03410400	Francés IV
03410500	Francés V
03410600	Francés VI
03410700	Francés VII
03420400	Alemán IV
03420500	Alemán V
03420600	Alemán VI
03420700	Alemán VII
03430400	Latín IV
03430500	Latín V
03430600	Latín VI
03430700	Latín VII
03440400	Español IV
03440440	Español IV para hispano parlantes
03440500	Español V
03440550	Español V para hispano parlantes
03440600	Español VI
03440660	Español VI para hispano parlantes
03440700	Español VII
03440770	Español VII para hispano parlantes
03450400	Ruso IV
03450500	Ruso V
03450600	Ruso VI
03450700	Ruso VII

- Todos los cursos reportados se refieren al año escolar 2009-10.
- El prefijo "A" indica que es un curso válido para colocación avanzada *(AP) del College Board*.
- El prefijo "I" indica que es un curso válido para el bachillerato internacional *(IB)*.
- Esta lista no contiene especificamente cursos que son de registro dual.

Idiomas—Cursos Avanzados (Modernos o Lenguas Clásicas) (cont.)

03460400	Checo IV
03460500	Checo V
03460600	Checo VI
03460700	Checo VII
03470400	Portugués IV
03470500	Portugués V
03470600	Portugués VI
03470700	Portugués VII
03480400	Hebreo IV
03480500	Hebreo V
03480600	Hebreo VI
03480700	Hebreo VII
03490400	Chino IV
03490500	Chino V
03490600	Chino VI
03490700	Chino VII
03510400	Vietnamita IV
03510500	Vietnamita V
03510600	Vietnamita VI
03510700	Vietnamita VII
03520400	Hindú IV
03520500	Hindú V
03520600	Hindú VI
03520700	Hindú VII
03980400	Lenguaje de Señas (Americano) IV
03980500	Lenguaje de Señas (Americano) V
03980600	Lenguaje de Señas (Americano) VI
03980700	Lenguaje de Señas (Americano) VII
03996000	Otro Idioma Extranjero IV
03996100	Otro Idioma Extranjero V
03996200	Otro Idioma Extranjero VI
03996300	Otro Idioma Extranjero VII

Otros

N1290317	Asesoría de Estudios Independientes para Estudiantes GT III
N1290317	Asesoría de Estudios Independientes para Estudiantes GT IV
I3305100	Religiones del Mundo SL

- Todos los cursos reportados se refieren al año escolar 2009-10.
- El prefijo "A" indica que es un curso válido para colocación avanzada *(AP) del College Board*.
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- Esta lista no contiene especificamente cursos que son de registro dual.

Grupo de comparación de la escuela 2010-11

Target Campus Name: Sample Middle — Texas Education — Page 1
Target Campus #: 999999999 — 2010-11 Campus Com
District Name: Sample ISD
Campus Type: Middle School

Campus Number		Campus Name	District Name	% Econ	% Afr_Amer	% Mobility	% Hispanic	% White	% LEP
008903041		QUEZAS MIDDLE	QUEZAS ISD	55.2	11.9	18.9	43.3	44.3	2.1
011901041		QESZUAP MIDDLE	QESZUAP ISD	54.7	11.7	15.6	32.3	54.2	6.5
011901104		QESZUAP ONZXUMXIOEZX	QESZUAP ISD	54.8	9.6	12.9	33.7	55.5	8.2
999999999	>	SAMPLE MIDDLE	SAMPLE ISD	54.1	50.4	29.4	24.6	21.0	6.5
015911043		XESZ CXNZU	ESZ CXNZUEL ISD		5.7	15.2	51.9	41	
015915048		UUIIXU MS	AUZHSOIX I		10.4	20.5	58.0	21	
020901046		FEOUVOXW J	LVON ISD		4.2	15.0	44.4	50	
		ZUEVOS MID	ELHAUN CAU				54.9	37	
		ENEHUEC MI	NEHUEC ISD	54.0			26.6	51	
		CLEUK JR H	UONCXZAN ISD	54.5			29.4	61	
057904103		WXSZ ONZ	XIEU HOLL ISD	55.0				9.8	3.8
057916044		UOCHEUISAN	OCHEUISAN ISD	54.2					10.3
062901041		CUXUA J H	CUXUA ISD	52.9					2.5
079910041		SZEFFAUI MIDDLE	SZEFFAUI MSI	55.8	42.9	11.5			3.4
081905041		WAUZHEM MIDDLE	WAUZHEM ISD	52.3	18.3	14.4			4.6
083903041		SXMONALX J H	SXMONALX ISD	53.5	2.4	11.7			2.8
088902041		GALOEI MIDDLE	GALOEI ISD	52.8	6.6	16.4	43.9	48.6	3.3
092902042		MEUIX LEOUI MIDDLE	KOLGAUX ISD	54.4	18.0	11.2	22.8	56.9	6.2
092904043		PONX ZUXX MIDDLE	PONX ZUXX ISD	55.0	20.3	12.8	21.5	55.8	8.8
095901041		EQXUNEZHY J H	EQXUNEZHY ISD	56.0	3.4	13.6	49.7	46.9	1.1
		MXMPHOS MIDDLE	MXMPHOS ISD	54.8	8.9	17.2	42.7	47.6	5.6
		EMPQXLL MIDDLE SCHOOL	CYPUXSS-FEOUQENKS ISD	54.7	23.0	16.4	42.9	20.9	7.7
		HOGHLENIS J H	GAASX CUXXK CISD	53.8	22.0	15.4	42.4	34.2	2.7
		GUEIY MIDDLE	HAUSZAN ISD	54.6	23.4	19.2	43.5	26.1	11.9
		MEYIX CUXXK J H	KEZY ISD	53.3	18.5	14.3	44.3	29.2	9.5
		MAUZAN UENCH J H	KEZY ISD	55.1	17.5	11.7	48.8	29.5	8.0
		MXEIOX PUMPHUXY JUNOAU H	XINE ISD	55.2	15.8	15.7	34.2	49.7	2.9
		CAMFAUZ MIDDLE	CAMFAUZ ISD	55.4	0.9	12.0	51.1		
133903104		Q Z WOLSAN SOXZH GUEIX S	KXUUVOLLX ISD	54.4	3.1	14.7	43.1		
158902041		ZOIXHEVXN ONZ	ZOIXHEVXN ISD	55.7	5.7	15.7	49.4		
165901045		SET JECONZA JUNOAU HOGH	MOILENI ISD	53.6	9.3	16.1	55.9		
170902073		CUYEU ONZXUMXIOEZX	CANUAX ISD	52.6	15.7	17.5	31.3		
188901041		EUSZON MIDDLE	EMEUOLLA ISD	55.2	7.3	18.9	31.2		
220905053		MANNOG MIDDLE	FAUZ WAUZH ISD	54.5	32.1	25.9	34.7		
220905061		LXANEUI MIDDLE	FAUZ WAUZH ISD	55.8	20.1	27.2	35.3		
220912041		H F SZXVXNS MIDDLE	CUAWLXY ISD	52.3	35.6	18.7	24.0		
220912042		CUAWLXY MIDDLE	CUAWLXY ISD	54.9	51.7	16.6	31.3		
220920105		ZENNEHOLL ONZ	WHOZX SXZZLXMXNZ ISD	54.2	5.6	15.3	32.6		
246907041		JEUUXLL MIDDLE	JEUUXLL ISD	52.4	1.1	11.3	35.4	61.1	1.1
246913042		LXENIXU MIDDLE	LXENIXU ISD	53.9	7.7	12.5	35.8	53.7	6.1
247901041		PLAUXSVOLLX MIDDLE	PLAUXSVOLLX ISD	54.3	1.7	13.0	59.5	38.3	1.9
		Group Average		54.4	16.4	15.7	40.3	39.6	5.7

*** Order of columns will vary on lists for other campuses ***

Porcentaje de estudiantes clasificados como afro-americanos

Porcentaje de estudiantes identificados como móviles

Código del tipo de escuela: Primaria (Elementary), Secundaria (Middle), Preparatoria (Secondary) o de Múltiples Niveles

Porcentaje de estudiantes clasificados bajo "desventaja económica"

Escuela a estudiar (identificada por >)

Porcentaje de estudiantes clasificados como hispanos

Porcentaje de estudiantes identificados como LEP (limitaciones en el dominio del inglés)

Porcentaje de estudiantes clasificados como anglo-europeos

Número de identificación de la escuela. Esta lista está ordenada usando este número.

El orden de las columnas se determina de acuerdo con la escuela a estudiar (identificada por ">"). La característica más predominante para esa escuela se coloca en la primera columna, seguida por la segunda más predominante y así sucesivamente.

La mayoría de las preparatorias no tendrán una segunda página porque el Mejoramiento Comparable está solamente disponible para las escuelas con los grados 4, 5, 6, 7 y/u 8.

Mejoramiento Comparable 2010-11

La mayoría de las preparatorias no tendrán una segunda página porque el Mejoramiento Comparable está solamente disponible para las escuelas con los grados del 4 al 8.

GPA: Este reporte muestra si esta escuela logró el GPA para el Mejoramiento Comparable ya sea en lectura/ELA, matemáticas o en ambas.

Target Campus Name:
Target Campus #:
District Name:
Campus Type: Middle School

Texas Education Agency — 2010-11 Comparable Improvement: — Page 2

Gold Performance Acknowledgment: Reading

Escuela a estudiar (identificada con >)

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
QUEZAS MIDDLE		738	788	76	50	Q1	165	712				
QESZUAP MIDDLE		731				Q1						
QESZUAP ONZXUM		674				Q4						
> SAMPLE MIDDLE		716				Q1						
XESZ CXNZUEL H		718				Q4						
UUIIXU MS		740				Q3						
FEOUVOXW J H		730				Q4						
ZUEVOS MIDDLE		743				Q4						
ENEHUEC MIDDLE		745				Q1						
CLEUK JR HIGH		744				Q1						
WXSZ ONZ		689				Q1						
UOCHEUISAN WXSZ J H	340	764				Q3						
CUXUA J H	235	728	778	76	50	Q1	233	729	756	53	27	Q3
SZEFFAUI MIDDLE				69	38						21	Q4
WAUZHEM MIDDLE				56							38	Q2
SXMONALX J H				55							32	Q2
GALOEI MIDDLE				91							37	Q2
MEUIX LEOUI MIDDLE				80							31	Q3
PONX ZUXX MIDDLE				66							33	Q2
EQXUNEZHY J H				75							34	Q2
MXMPHOS MIDDLE				82							41	Q1
CEMPQXLL MIDDLE SCHO	1			70							19	Q4
HOGHLENIS J H				72							39	Q1
MIDDLE	366	726	768	68							45	Q1
CUXXK J H	916	739	774	73							16	Q4
UENCH J H	1050	743	783	65	40	Q3	1075	720	740	52	20	Q4
PUMPHUXY JUNO	300	718	756	61	38	Q3	297	686	734	74	48	Q1
UZ MIDDLE	211	725	781	76	56	Q1	211	715	736	47	21	Q4
OLSAN SOXZH GUE	263	734					262	719	755	78	36	Q2
EVXN ONZ	161	716					161	692	726	60	33	Q2
ECONZA JUNOAU H	558	737					559	705	737	50	32	Q2
ONZXUMXIOEZX	467	688					475	684	730	78	46	Q1
EUSZON MIDDLE	678	745					678	730	759	54	29	Q3
MANNOG MIDDLE	552	714					552	674	701	57	27	Q3
LXANEUI MIDDLE	558	726	769	70	43	Q1	553	697	732	48	35	Q2
H F SZXVXNS MIDDLE	635	738	774	77	37	Q3	633	710	725	43	15	Q4
CUAWLXY MIDDLE	528	725	759	60	33	Q4	523	708	715	39	7	Q4
ZENNEHOLL ONZ	678	689	727	70	37	Q3	685	666	696	54	30	Q3
JEUUXLL MIDDLE	160	723	760	75	37	Q3	156	695	732	65	38	Q2
LXENIXU MIDDLE	614	727	778	84	51	Q1	618	712	756	79	44	Q1
PLAUXSVOLLX MIDDLE	723	738	779	73	41	Q2	726	719	747	60	28	Q3
Group Average	490	727	767	69	40	--	490	709	738	58	29	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

(1) Número de estudiantes pareados: Estos son los estudiantes en cada escuela para los que hay resultados del TAKS del año escolar actual y el previo.

(2) Calificación a Escala Promedio 2010 (average scale score): Se refiere a la suma de las calificaciones de la escala vertical del año previo de los estudiantes pareados dividido entre el número de estudiantes pareados.

(3) Calificación a Escala Promedio 2011 (average scale score): Se refiere a la suma de las calificaciones de la escala vertical del año actual de los estudiantes pareados dividido entre el número de estudiantes pareados.

(4) Promedio de la escala vertical de crecimiento de los reprobados 2010: Se refiere a la VSG promedio de aquellos estudiantes pareados quienes reprobaron TAKS el año previo. Para cuestiones de información solamente, no para ser usada para responsabilidad educativa.

(5) Promedio VSG 2011: Se refiere a la suma de las diferencias de los valores de la escala vertical de crecimiento entre el año actual y el previo dividida entre el número de estudiantes pareados.

(6) Cuartil 2011: Los valores promedio de la VSG en la columna 6 están ordenados del valor más alto al más bajo de las 40 escuelas en el grupo de comparación. Los cuatro cuartiles o porciones (Q1, Q2, Q3 y Q4) son asignadas. Cada cuartil puede tener más de o menos de 10 escuelas, dependiendo en los valores. Las escuelas en Q1 son las que han demostrado mayor prgreso en TAKS en relación a las escuelas en el grupo.

Esta lista está en orden por número de identificación del plantel escolar

Si una escuela tiene menos de diez estudiantes pareados no se le calcula la VSG y por lo tanto no se incluye en ningún cuartil. En estos casos se muestra una raya (-).

Participación en TAKS 2010-11

Esta sección muestra las tasas de participación en el TAKS, TAKS (Accommodated), TAKS M y/o TAKS-Alt para todos los estudiantes del 3er al 11o grado.

Tested: El porcentaje de estudiantes que tomaron uno o más de cualesquiera de las pruebas TAKS.

Not Tested: El porcentaje de estudiantes (en los grados en los que se administra el examen) quienes no tomaron ninguna prueba.

Absent: El porcentaje de estudiantes quienes estuvieron ausentes durante cada prueba.

Other: El porcentaje de estudiantes cuyos documentos de respuestas fueron codificados bajo una combinación de categorías de "No Examinados" o que se interumpió su proceso de administración de prueba a causa de una enfermedad u otros eventos similares.

LEP Exempt: El porcentaje de estudiantes quienes recibieron exención debido a su dominio limitado del inglés (LEP)en todas las pruebas.

Total Count: Esta cifra representa el número de estudiantes quienes estaban en la escuela durante la administración del TAKS 2011 en la primavera y es aproximadamente equivalente a la tasa de inscripción en los grados examinados. El valor oficial de "inscripciones" en los grados del 3 al 11 no compaginan exactamente con el número de estudiantes examinados porque las inscripciones son contadas en el otoño y los estudiantes son examinados en la primavera.

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                                T E X A S  E D U C A T I O N  A G E N C Y                    Section I - Page  3
: SAMPLE ISD                    Academic Excellence Indicator System                        Total Students:  1,847
SAMPLE HIGH S                      2010-11 Campus Performance                               Grade Span: 09 - 12
555444                                                                                      School Type:  Secondary
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	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.2%	98.6%	96.7%										
By Test Version														
TAKS (1 or more)	91.0%	91.3%	88.7%	90.6%										
Not on TAKS	7.6%	6.8%	9.9%	6.1%										
TAKS(Acc) Only	2.4%	1.4%	2.9%	2.2%										
TAKS-M Only	3.1%	3.2%	3.4%	2.4%										
TAKS-Alt Only	0.9%	1.1%	0.7%	0.9%										
Combination	1.3%	1.2%	1.2%	0.7%										
By Acct Status														
Acct System	94.0%	92.5%	93.5%	91.9%										
Non-Acct System	4.6%	5.6%	5.1%	4.8%										
Mobile	4.6%	5.6%	5.1%	4.8%										
Non-Acct Test	0.0%	0.0%	0.0%	0.0%										
Not Tested	1.4%	1.8%	1.4%	3.3%										
Absent	0.1%	0.1%	0.1%	0.1%										
LEP Exempt	0.9%	0.8%	0.6%	1.6%										
Other	0.4%	0.9%	0.5%	1.7%										
Total Count	3,231,780	4,060	1,023	1,378										
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	97.2%	98.7%	94.8%										
By Test Version														
TAKS (1 or more)	90.8%	89.7%	89.0%	88				5.0%	91.4%	100.0%	93.3%	9.6%	85.5%	49.5%
Not on TAKS	7.8%	7.5%	9.7%	6				0.0%	0.0%	0.0%	6.7%	84.3%	8.3%	7.6%
TAKS(Acc) Only	2.3%	1.4%	3.4%	1				0.0%	0.0%	0.0%	0.0%	20.9%	1.8%	1.9%
TAKS-M Only	3.3%	3.9%	3.5%	3				0.0%	0.0%	0.0%	0.0%	40.9%	4.3%	5.7%
TAKS-Alt Only	0.8%	0.9%	0.7%	0				0.0%	0.0%	0.0%	0.0%	11.3%	1.0%	0.0%
Combination	1.3%	1.2%	1.6%	0.9%	1.1%	0.9%	0.7%	0.0%	0.0%	0.0%	6.7%	11.3%	1.1%	0.0%
By Acct Status														
Acct System	90.0%	85.7%	90.1%	85.1%	82.7%	83.5%	90.9%	93.3%	82.9%	100.0%	100.0%	37.4%	84.9%	50.5%
Non-Acc						7.6%	7.1%	1.7%	8.6%	0.0%	0.0%	56.5%	8.9%	6.7%
Mobile						5.0%	5.6%	1.7%	8.6%	0.0%	0.0%	4.3%	3.6%	1.0%
Non-Ac						2.6%	1.5%	0.0%	0.0%	0.0%	0.0%	52.2%	5.3%	5.7%
ot Teste						8.9%	2.0%	5.0%	8.6%	0.0%	0.0%	6.1%	6.2%	42.9%
Absent						0.6%	1.0%	0.0%	0.0%	0.0%	0.0%	2.6%	0.5%	0.0%
LEP Exe						5.4%	0.5%	3.3%	2.9%	0.0%	0.0%	0.0%	3.3%	32.4%
Other						3.0%	0.5%	1.7%	5.7%	0.0%	0.0%	3.5%	2.4%	10.5%
Total Cou						539	408	60	35	7	15	115	870	105

La sección de Examinados se ha reportado de dos maneras:

By Test Version (Por Versión del Examen)

TAKS (1 or more): Este muestra el porcentaje de estudiantes que tomaron solamente el examen TAKS o una combinación con el TAKS (Accomodated), o con el TAKS-M o el TAKS-Alt.

Not on TAKS: Este muestra el porcentaje de estudiantes quienes fueron examinados con uno o más TAKS (Accommodated), TAKS-M o TAKS-Alt solamente.

By Acct Status (Por estatus de responsabilidad educativa)

Acct System: Este muestra el porcentaje de estudiantes cuyos resultados en TAKS y TAKS (Accommodated), TAKS M o TAKS Alt fueron usados para determinar la calificación de una escuela o un distrito (accountability rating). El desempeño reportado para el reporte del AEIS 2010-11 está basado en el subgrupo de estudiantes no móviles (non-mobile subset).

Non-Acct System: Esta muestra el porcentaje de estudiantes examinados cuyos resultados no han sido usados en el sistema de responsabilidad educativa (RE) (accountability system) por alguna de las siguientes razones:

Mobile: Este incluye estudiantes que se inscribieron en una escuela o un distrito después de octubre (fecha de entrega de datos PEIMS).

Non-Acct Test: Este incluye estudiantes quienes fueron examinados solamente con las pruebas TAKS Alt con un código de prueba alternativa de "1" o "4", en todos las pruebas administradas.

La suma total de los porcentajes puede que no sea exactamente 100 debido a que se redondean los números o a que falta información.

Puntación bruta de las pruebas TAKS de la primavera del 2011

Estándares de progreso académico en la prueba TAKS de lectura (inglés)

		Estándar	Puntaje máximo posible	Número correcto	Porcentaje correcto
Lectura (inglés)	**3er grado**	Cumple con el estándar	36	22	61%
		Progreso sobresaliente		33	92%
	4º grado	Cumple con el estándar	40	27	68%
		Progreso sobresaliente		37	93%
	5º grado[1]	Cumple con el estándar	42	30	71%
		Progreso sobresaliente		39	93%
	6º grado	Cumple con el estándar	42	30	71%
		Progreso sobresaliente		39	93%
	7º grado	Cumple con el estándar	48	31	65%
		Progreso sobresaliente		44	92%
	8º grado[1]	Cumple con el estándar	48	35	73%
		Progreso sobresaliente		45	94%
	9º grado	Cumple con el estándar	42	27	64%
		Progreso sobresaliente		37	88%

Estándares de progreso académico en la prueba TAKS de lectura (español)

		Estándar	Puntaje máximo posible	Número correcto	Porcentaje correcto
Lectura (español)	**3er grado**	Cumple con el estándar	36	21	58%
		Progreso sobresaliente		32	89%
	4º grado	Cumple con el estándar	40	26	65%
		Progreso sobresaliente		36	90%
	5º grado[1]	Cumple con el estándar	42	27	64%
		Progreso sobresaliente		37	88%

Estándares de progreso académico en la prueba TAKS de artes del lenguaje en inglés[2]

		Estándar	Puntaje máximo posible	Número correcto	Porcentaje correcto
Artes de lenguaje	**10º grado**	Cumple con el estándar	73	43	59%
		Progreso sobresaliente		64	88%
	11er grado	Cumple con el estándar	73	42	58%
		Progreso sobresaliente		63	86%

Las cifras y porcentajes en este cuadro están basados en la primera administración en la primavera del 2011 de TAKS y TAKS con acomodos. No se deben de utilizar para anticipar o proyectar el número exacto y el porcentaje correcto requerido para calificar o lograr el estatus de progreso académico sobresaliente (*Commended Performance)* en las futuras administraciones de este examen. Esto es porque estos números pueden diferir relativamente poco de aquellos presentados con anterioridad y para asegurar que la equivalencia de los estándares sea consistente en cada administración de TAKS.

Estándares de progreso académico de la prueba TAKS de matemáticas (inglés)

		Estándar	Puntaje máximo posible	Número correcto	Porcentaje correcto
Matemáticas (inglés)	**3er grado**	Cumple con el estándar	40	26	65%
		Progreso sobresaliente		37	93%
	4º grado	Cumple con el estándar	42	27	64%
		Progreso sobresaliente		39	93%
	5º grado[1]	Cumple con el estándar	44	28	64%
		Progreso sobresaliente		40	91%
	6º grado	Cumple con el estándar	46	28	61%
		Progreso sobresaliente		42	91%
	7º grado	Cumple con el estándar	48	27	56%
		Progreso sobresaliente		43	90%
	8º grado[1]	Cumple con el estándar	50	29	58%
		Progreso sobresaliente		45	90%
	9º grado	Cumple con el estándar	52	28	54%
		Progreso sobresaliente		44	85%
	10º grado	Cumple con el estándar	56	32	57%
		Progreso sobresaliente		50	89%
	11er grado	Cumple con el estándar	60	31	52%
		Progreso sobresaliente		53	88%

Estándares de progreso académico de la prueba TAKS de matemáticas (español)

		Estándar	Puntaje máximo posible	Número correcto	Porcentaje correcto
Matemáticas (español)	**3er grado**	Cumple con el estándar	40	28	70%
		Progreso sobresaliente		37	93%
	4º grado	Cumple con el estándar	42	30	71%
		Progreso sobresaliente		38	90%
	5º grado[1]	Cumple con el estándar	44	32	73%
		Progreso sobresaliente		40	91%

Estándares de progreso académico de la prueba TAKS de escritura (español)[3]

		Estándar	Puntaje máximo posible	Número correcto	Porcentaje correcto
Escritura (español)	**4º grado**	Cumple con el estándar	32	15	47%
		Progreso sobresaliente		26	81%

Las cifras y porcentajes en este cuadro están basados en la primera administración en la primavera del 2011 de TAKS y TAKS con acomodos. No se deben de utilizar para anticipar o proyectar el número exacto y el porcentaje correcto requerido para calificar o lograr el estatus de Progreso Académico sobresaliente (*Commended Performance)* en las futuras administraciones de este examen. Esto es porque estos números pueden diferir relativamente poco de aquellos presentados con anterioridad y para asegurar que la equivalencia de los estándares sea consistente en cada administración del examen TAKS.

Estándares de progreso académico de la prueba TAKS de escritura (inglés) [3]

		Estándar	Puntaje máximo posible	Número correcto	Porcentaje correcto
Escritura (inglés)	**4º grado**	Cumple con el estándar	32	17	53%
		Progreso sobresaliente		28	88%
	7º grado	Cumple con el estándar	44	22	50%
		Progreso sobresaliente		38	86%

Estándares de progreso académico de la prueba TAKS de ciencias sociales

		Estándar	Puntaje máximo posible	Número correcto	Porcentaje correcto
Ciencias Sociales	**8º grado**	Cumple con el estándar	48	21	44%
		Progreso sobresaliente		40	83%
	10º grado	Cumple con el estándar	50	25	50%
		Progreso sobresaliente		43	86%
	11er grado	Cumple con el estándar	55	24	44%
		Progreso sobresaliente		47	85%

Estándares de progreso académico de la prueba TAKS de ciencias (inglés)

		Estándar	Puntaje máximo posible	Número correcto	Porcentaje correcto
Ciencias (inglés)	**5º grado**	Cumple con el estándar	40	30	75%
		Progreso sobresaliente		37	93%
	8º grado	Cumple con el estándar	50	33	66%
		Progreso sobresaliente		44	88%
	10º grado	Cumple con el estándar	55	33	60%
		Progreso sobresaliente		49	89%
	11er grado	Cumple con el estándar	55	29	53%
		Progreso sobresaliente		49	89%

Estándares de progreso académico de la prueba TAKS de ciencias (español)

		Estándar	Puntaje máximo posible	Número correcto	Porcentaje correcto
Ciencias (español)	**5º grado**	Cumple con el estándar	40	31	78%
		Progreso sobresaliente		37	93%

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[1] Primera administración de los estándares TAKS y TAKS con acomodos.

[2] Se requiere un puntaje *(rating)* de 2 o más para que una composición cumpla con el estándar de "Cumplió con el estándar" (*Met Standard)* en las pruebas de artes del lenguaje en inglés *(English Language Arts)*.

[3] Se requiere un puntaje *(rating)* de 2 o más para que una composición logre el estatus de 'Cumplió con el Estándar' (*Met Standard)* y un puntaje de 3 o más para merecer el estatus de 'Progreso sobresaliente' (*Commended Performance)* en las pruebas de escritura *(writing)* para los grados 4º y 7º.

Las cifras y porcentajes en este cuadro están basados en la primera administración en la primavera del 2011 de TAKS y TAKS con acomodos. No se deben de utilizar para anticipar o proyectar el número exacto y el porcentaje correcto requerido para calificar o lograr el estatus de Progreso Académico sobresaliente (*Commended Performance)* en las futuras administraciones de este examen. Esto es porque estos números pueden diferir relativamente poco de aquellos presentados con anterioridad y para asegurar que la equivalencia de los estándares sea consistente en cada administración del examen TAKS.

Estatus del resultado de la monitoria de Educación Especial PBM

(PBM Special Education Monitoring Results Status)

El sistema que monitorea al programa de educación especial está alineado con otras actividades del monitoreo del desempeño académico *(Performance-Based Monitoring (PBM))* por medio del uso de intervenciones graduales *(graduated interventions*) basándose en los índices de desempeño académico y de eficiencia de los programas del distrito escolar o de escuelas charter. Estos índices son parte del sistema PBMAS *(Performance-Based Monitoring Analysis System (PBMAS))*. Los resultados en general en los índices PBMAS se toman en consideración al determinar los niveles requeridos de intervención. El índice individual PBMAS relacionado con la educación especial reporta varias medidas como lo son: la participación estudiantil; el desempeño en exámenes *(assessment instruments)*; o las tasas de deserción escolar o de graduación; la sobre-identificación de estudiantes en programas de educación especial; la representación no proporcional en cuanto a raza u origen étnico; el dominio limitado del inglés *(limited English proficiency)*; y acciones disciplinarias. Los datos de distritos escolares y escuelas charter de educación especial son revisadas e inspeccionadas regularmente y también las quejas que se reportan con la agencia de educación TEA sobre estos servicios de educación especial. Si desea mayor información o tiene preguntas sobre este estatus, por favor llame a la división *Program Monitoring and Interventions* (División de Monitoreo de Programas e Intervenciones) al número (512) 463-5226. La fecha para el más reciente reporte de dicho estatus es la del reporte del AEIS de 2010-11 de octubre del 2011.

Las definiciones para las categorías bajo las cuales se reporta el estatus de los programas son las siguientes:

- *Local Interventions Implemented*. Intervenciones locales implementadas.- La Agencia Local de Educación (LEA) llevaron a cabo un proceso local de inspección para cierta fecha especificada requerida por la Fase 1A *(Stage 1A)* de dichas intervenciones y retuvieron los documentos y modelos *(templates)* de las intervenciones en la agencia LEA.
- *Completed: Routine Follow-up*. Completados: seguimiento de rutina.- La información de la intervención de la LEA y la documentación cumplieron los requisitos de la TEA para completar dicho proceso. La agencia TEA continuará observando la implantación del plan de mejoramiento continuo *(Continuous Improvement Plan (CIP))*.
- *Completed: Noncompliance Follow-up*. Completadas: seguimiento de los que no cumplieron.- Los datos de la intervención DE LA LEA y la documentación entregada cumplieron con los requisitos de la TEA con respecto al proceso de finalización *(completion of process)*. La agencia TEA continuará el monitoreo de la implantación del plan CIP y una corrección sistémica de las áreas de no cumplimiento *(noncompliance)* identificadas por la inspección.
- *Pending CIP Resubmission*. Re-entrega pendiente del plan de mejoramiento continuo (CIP).- La inspección de la agencia TEA determinó que no se cumplió con los requisitos mínimos en una o más de las áreas del CIP y por tanto fue necesaria una inspección de parte de TEA.
- *Pending TEA On-Site Action*. Acción local de la TEA pendiente.- TEA determinó que: la implementación de la implementación de la LEA del proceso de inspección incluyendo datos precisos, implementación apropiada de los requisitos de intervención y/o la apropiada implementación de CIP no se pudo verificar a través de la documentación, existen

preocupaciones sobre el desempeño o efectividad del programa y/o hace más de un año que no se cumple con los requisitos mínimos de la agencia LEA. Por lo tanto, una intervención local adicional de la TEA se llevará a cabo.

- *TEA On-Site Action Completed: Routine Follow-up*. Acción local de la TEA finalizada: seguimiento de rutina.- La agencia TEA ha finalizado su inspección local del programa de intervención de la LEA. A consecuencia de esto, la LEA ha implementado y/o revisado el plan CIP. La agencia TEA continuará el monitoreo de la implantación del plan de mejoramiento continuo CIP.
- *TEA On-Site Action Completed: Noncompliance Follow-Up*. Acción local de la TEA finalizada: seguimiento de los que no cumplieron.- La agencia TEA ha finalizado su inspección local del programa de la agencia local educativa LEA. A consecuencia de esto, la LEA ha implementado y/o revisado el plan CIP e incluye un plan de acciones para corregir los aspectos del programa que no cumplen los requisitos. La agencia TEA continuará el monitoreo de la implantación del plan de mejoramiento continuo CIP y la corrección sistémica de las áreas de no cumplimiento identificadas por la inspección.
- *Year After TEA On-Site Action: Routine Follow-up*. Un año después de que TEA realizó la acción local: seguimiento de rutina.- La agencia TEA ha finalizado su inspección local del programa de intervención de la LEA durante el año anterior. A consecuencia de esto, la LEA ha implementado y/o revisado el plan CIP que continúo durante el siguiente año. La agencia TEA continuará el monitoreo de la implantación del plan de mejoramiento continuo CIP.
- *Year After TEA On-Site Action: Noncompliance Follow-Up*. Un año después de que TEA realizó la acción local: seguimiento de los que no cumplieron.- La agencia TEA ha finalizado su inspección local del programa de la agencia local educativa LEA durante el año anterior. A consecuencia de esto, la LEA ha implementado y/o revisado el plan CIP e incluye un plan de acciones para corregir los aspectos del programa que no cumplen los requisitos y el plan CIP continúo durante el siguiente año. La agencia TEA continuará el monitoreo de la implantación del plan de mejoramiento continuo CIP y la corrección sistémica de las áreas de no cumplimiento identificadas por la inspección.
- *Year After TEA On-Site Action: Pending Report*. Un año después de que TEA realizó la acción local: reporte pendiente.- TEA ha completado una revisión local del programa LEA. El reporte de los hallazgos en el lugar está pendiente.
- *Year After TEA On-Site Action: Pending CIP Submission*. Un año después de que TEA realizó la acción local del programa LEA. La LEA está desarrollando un CIP que incluye acciones que se tienen que tomar para cumplir con los requisitos del programa.
- *TEA On-Site Action Completed: Oversight/Sanction/Intervention*. Acción local de la TEA finalizada: sanción/intervención/supervisión.- La agencia TEA ha finalizado su inspección local del programa de la agencia local educativa LEA. A consecuencia de esto, se identificó que la agencia local LEA no ha cumplido por un periodo de duración de más de un año; no se implementado apropiadamente el proceso de monitoria de TEA, incluyendo el someter datos precisos e implantación apropiada de los requisitos de intervención, o no se pueden verificar y/o la implantación del plan CIP no ha sido apropiada. Por lo tanto, la agencia TEA ha llevado a cabo un proceso supervisión, intervención y de sanción.

- *Pending Random Data Verification*. Pendiente: verificación al azar de los datos.- No obstante de que ya se le haya asignado una fase de intervención, una agencia LEA puede ser seleccionada al azar para una revisión de su banco de datos para asegurar la integridad de su sistema de monitoreo informático *(monitoring system data)* y la implantación apropiada del programa.
- *Pending Random Process Verification*. Pendiente: proceso de verificación al azar.- No obstante de los resultados de la inspección o de la fase de intervención, una agencia LEA puede ser seleccionada al azar para un proceso de revisión para asegurar la integridad de su la implantación de su sistema de monitoreo *(monitoring system)* incluyendo el reporte de datos y la precisión de los hallazgos.
- *Oversight/Sanction/Intervention*. Supervisión/intervención/ sanción.- La supervisión/ intervención, sanción de TEA fueron implementadas bajo las siguientes circunstancias: (a) la segunda entrega del plan CIP de una agencia LEA en la Fase 1, Fase 2, Fase 3, o bajo intervención de supervisión estatal *(State Supervision Intervention)* no ha sido adecuada; (b) el plan CIP de una agencia LEA a nivel de Intervención Fase 4 no fue desarrollada adecuadamente después de haber finalizado una inspección de cumplimiento localmente (special program compliance review); (c) no-cumplimiento continuo (ongoing noncompliance) con duración de más de un año ha sido identificado; (d) el plan de implantación CIP no se estaba llevando a cabo como es apropiado para cualquier agencia LEA; o (e) la agencia TEA no pudo verificar la implantación apropiada de los procesos de monitoreo aprobados por la agencia TEA, incluyendo la entrega de datos precisos, implantación apropiada de los requisitos para llevar a cabo dicha intervención, y/o implantación apropiada del plan CIP.
- *On-Site Intervention Assigned*. Intervención local asignada.- La agencia TEA ha asignado un equipo de asistencia técnica *(technical assistance team),* un auditor con propósito especial (special purpose monitor), un inspector (conservator), o un equipo de administración *(management team)* para supervisar la corrección de agencias que no han cumplido *(noncompliance)* y/o la implantación del programa y requisitos del proceso de monitoreo *(monitoring requirements)*.
- *LEA Closure*. Clausura de la LEA.- El distrito ha sido cerrado a consecuencia de la sanciones de la agencia TEA.
- *Proposed Charter Non-Renewal*. Escuela Charter Propuesta no-reanudada.- La escuela charter ha sido notificada que la agencia TEA no tiene intención de reanudar la escuela charter.
- *Charter Operations Suspended*. Se suspenden las operaciones de la escuela Charter.- Las operaciones de la escuela charter fueron suspendidas por el Comisionado de Educación o por la mesa directiva de la misma escuela.
- *In Review*. Bajo inspección.- La agencia TEA no ha finalizado la inspección inicial de la información entregada por la agencia LEA.

No se muestra estatus para distritos que no han sido seleccionadas para que se lleve a cabo una intervención de su sistema PBM de monitoreo para la educación especial *(PBM for Special Education)*.

Resumen detallado de la medida de progreso de los estudiantes que están aprendiendo inglés

Componente	Detalles	
Pruebas	TAKS, TAKS con acomodos, TAKS-M y TELPAS	
Materias, grados, idioma de la prueba	Lectura/ELA en los grados 3 al 11 en *inglés (TAKS/TAKS con acomodos/TAKS-M)* Componente de Lectura en grados 3 al 11 *(TELPAS)* Si un estudiante toma cualquier combinación de estas pruebas, se evalúa el mejor resultado. Si un estudiante toma la versión TAKS en español y también toma solamente el TELPAS, solamente se evalúa el resultado en TELPAS.	
Estudiantes	Estudiantes LEP inscritos actualmente y seguidos de cerca* por lo menos durante su segundo año en escuelas de Estados Unidos y examinados en por lo menos una de las pruebas listadas anteriormente (y no se evalúa en ninguna de las pruebas TAKS-Alt). Para las pruebas y estudiantes LEP especificados, se incluyeron los resultados de los estudiantes que reciben servicios de educación especial. ** Un estudiante LEP que es seguido de cerca es un estudiante en su primer o segundo año después de haber salido de su clasificación como LEP, según está codificado en su documento de respuestas de TAKS.*	
Iniciativa del éxito estudiantil	Grados 5 & 8 – incluye los resultados de la primera y segunda administración (TAKS, TAKS con acomodos y TAKS-M).	
Años de la data (administración de la prueba que se usó)	Progreso en TELPAS – 2011 y 2010 TELPAS cumple con estándar – 2011 TAKS y TAKS con acomodos/TAKS-M cumple con estándar - 2011	
Subgrupo para la responsabilidad educativa	El índice del distrito incluye los resultados de las pruebas para los estudiantes inscritos en el distrito en el otoño y examinados en el mismo distrito durante la primavera. El índice de la escuela incluye aquellos estudiantes que estaban inscritos en la escuela para la fecha límite de otoño y examinados en la misma escuela durante la primavera.	
El pronóstico TPM	El pronóstico TPM no está disponible para determinar este indicador en el 2011.	
Criterios de progreso	1) Cumplió con el estándar/criterio en la prueba TAKS/TAKS CON ACOMODOS/TAKS-M O 2) Cumplió con los criterios de TELPAS (Los criterios para el TELPAS varían dependiendo de los años que tiene el estudiante en las escuelas en EE.UU. Y si han participado anteriormente o no del TELPAS. Vea abajo los criterios para TELPAS).	
Criterios para TELPAS **	*Primera vez que participa*	*Ha participado anteriormente*
1er año en escuelas EE.UU.	No se examina.	No se examina.
2o año en escuelas EE.UU.	*Intermedio* o más	Por lo menos un nivel más alto al del año anterior o lograr el nivel de *Avanzado* o más
3er año en escuelas EE.UU.	*Avanzado* o más	*Avanzado* o más
4o año en escuelas EE.UU.	*Avanzado superior*	*Avanzado superior*
Estudiantes LEP que se monitorean durante dos años luego de ya no ser considerado LEP	N/A *(Solo se valúan con TAKS).*	N/A *(Solo se valúan con TAKS).*

** Si en el documento de respuestas el renglón para los años en EE. UU. está en blanco, el estudiante debe lograr Avanzado o más para cumplir con los requisitos del TELPAS.

Para más información (en inglés) sobre el Índice del Progreso de los ELL, vea *Frequently Asked Questions (*Preguntas más frecuentes) en http://www.tea.state.tx.us/perfreport/resources/index.html

Reporte de Educación Bilingüe/Inglés como Segundo Idioma

Estos indicadores que se seleccionaron, y se desegregaron como se muestra, son requisitos obligatorios del AEIS.

BE-Trans. Late Exit *(código 3):* Bilingüe transitorio/salida tardía.

BE-Dual Two-way *(código 4):* Inmersión doble sendero/dos idiomas.

BE-Dual One-way *(código 5):* Inmersión doble sendero/un idioma.

ESL Total: Los resultados agregados de todos los estudiantes LEP actuales reportados con los códigos 2 ó 3 del tipo de programa de ESL.

Name: SAMPLE ISD — #: 555555 — Section III - Page 1

Indicator:		State	Region 04	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2011	90%	90%	85%	78%	*	55%	82%	89%	50%	41%	56%	78%	66%	66%
	2010	90%	91%	85%	77%	71%	*	89%	*	60%	57%	71%	67%	70%	70%
Mathematics	2011	84			79%	*	58%	84%	88%	50%	41%	56%	67%		
	2010	84			72%	67%	*	83%	*	57%	54%	64%	58%		
Writing	2011	91			88%	*	*	97%	98%	66%	33%	70%	*		
	2010	91			96%	> 99%	*	92%	*	85%	84%	88%	*		
Science	2011	81			68%	*	47%			36%	44%	28%	*		
	2010	81			65%	34%	*			30%	32%	14%	*		
Soc Studies	2011	95%	96%	93%	*	*	*			71%	78%	64%	*		72%
	2010	94%	95%	92%			*	*		79%	78%	*	*	79%	78%
All Tests	2011	76%	78%	68%			%	76%		20%					51%
	2010	76%	78%	66%				74%		30%					50%
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	13%	26%	53%	*					60%				49%
	2010	15%	14%	26%	63%	66%					56%	>			64%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	93%	83%	68%	*					40%	*	*	65%	67%
	2010	92%	92%	83%	63%	61%					56%	40%	*	60%	61%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	13%	25%	35%	*					80%				9%
	2010	14%	13%	27%	65%	66%					44%				2%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	93%	82%	75%	*	72%	*	*	67%	60%	*	*	73%	75%
	2010	92%	93%	82%	46%	45%	*	*	*	50%	56%	40%	*	47%	48%
Progress of Prior Year TAKS Failers Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	50%	39%	27%	*	33%	20%	20%	25%	23%	26%	*	25%	27%
	2010	50%	52%	42%	25%	25%	*	*	*	37%	40%	17%	*	34%	36%
Mathematics	2011	42%	44%	35%	21%	*	33%	*	*	19%	13%	24%	*	20%	19%
	2010	45%	47%	38%	8%						13%		*	21%	20%
English Language Learners Progress Indicator															
2010-11		80%	82%	75%	61%	*	63%	76%	46%	74%	66%	81%	92%	67%	67%
2009-10		79%	80%	79%	76%	67%	*	94%	*	76%	73%	87%	75%	76%	76%

BE Total: Los resultados agregados de todos los estudiantes LEP actuales reportados con los códigos 2, 3, 4 ó 5 del tipo de programa bilingüe.

ESL Content *código 2::* Basado en el contenido de ESL.

BE-Trans. Early Exit *(código 2):* Bilingüe transitorio/salida temprana.

ESL Pull-out *(código 3):* Con clase de ESL suplementaria

LEP With Services: Los resultados de estudiantes actuales LEP que reciben servicios de los modelos de instrucción BE/ESL (código BE = '2', '3', '4' o '5' o ESL código = '2' o '3').

LEP No Services: Los resultados de estudiantes actuales LEP que no reciben servicios de los modelos de instrucción BE/ESL (código BE = "0" y ESL código = "0").

Se incluyeron los estudiantes LEP en aquellos programas en los cuales se reportó que participaron. Si un estudiante se reportó tanto en instrucción bilingüe como en ESL, el estudiante está en los resultados de ambos modelos de instrucción

Vea el *2010-11 PEIMS Data Standards* para las descripciones completas (en inglés) de los diferentes modelos de educación bilingüe y ESL.

Este es un nuevo índice para la sección III para el 2011.

Annual Performance Report

Section I: District-Wide Information

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD
District #: 061901
2011 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:
Commended on Social Studies

District Name: DENTON ISD
District #: 061901

Indicator:		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	90%	95%	91%	92%	97%	93%	98%	*	85%	94%	91%	93%	91%
	2010	92%	92%	97%	95%	93%	98%	> 99%	> 99%	*	*	93%	94%	90%	92%
Mathematics	2011	88%	87%	93%	89%	91%	95%	86%	> 99%	*	75%	92%	87%	91%	88%
	2010	87%	87%	93%	87%	87%	96%	92%	> 99%	*	*	86%	88%	85%	86%
All Tests	2011	83%	83%	91%	86%	86%	93%	86%	98%	*	75%	88%	84%	87%	84%
	2010	84%	84%	92%	85%	85%	95%	92%	> 99%	*	*	83%	85%	82%	83%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	84%	84%	*	84%	*	*	*	*	*	50%	84%	84%	84%
	2010	85%	85%	88%	*	88%	*	*	*	*	*	63%	88%	88%	88%
Mathematics	2011	77%	70%	81%	*	81%	*	*	*	*	*	47%	81%	81%	81%
	2010	74%	73%	78%	*	78%	*	*	*	*	*	44%	78%	78%	78%
All Tests	2011	78%	80%	79%	*	79%	*	*	*	*	*	43%	78%	79%	79%
	2010	75%	76%	77%	*	77%	*	*	*	*	*	44%	77%	77%	77%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	87%	92%	87%	86%	96%	> 99%	> 99%	*	*	91%	86%	77%	82%
	2010	86%	87%	91%	87%	85%	94%	86%	96%	*	*	84%	85%	77%	78%
Mathematics	2011	89%	88%	94%	88%	92%	96%	92%	> 99%	*	*	92%	90%	89%	87%
	2010	89%	88%	92%	84%	89%	95%	> 99%	96%	*	*	84%	87%	86%	85%
Writing	2011	91%	90%	94%	93%	91%	95%	> 99%	98%	*	*	90%	91%	87%	87%
	2010	92%	91%	93%	91%	89%	95%	> 99%	98%	*	*	84%	89%	85%	85%
All Tests	2011	78%	78%	86%	77%	79%	90%	92%	98%	*	*	81%	77%	71%	71%
	2010	78%	78%	83%	73%	75%	88%	86%	92%	*	*	69%	72%	67%	67%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	77%	85%	*	85%	*	*	*	*	*	80%	84%	85%	85%
	2010	83%	73%	82%	*	82%	*	*	*	*	*	*	82%	82%	82%
Mathematics	2011	74%	63%	78%	*	78%	*	*	*	*	*	80%	78%	78%	78%
	2010	73%	61%	69%	*	69%	*	*	*	*	*	*	69%	69%	69%
Writing	2011	93%	91%	98%	*	98%	*	*	*	*	*	86%	98%	98%	98%
	2010	94%	93%	97%	*	97%	*	*	*	*	*	80%	97%	97%	97%
All Tests	2011	75%	68%	79%	*	79%	*	*	*	*	*	57%	78%	79%	79%
	2010	73%	65%	70%	*	70%	*	*	*	*	*	40%	69%	69%	70%

District Name: DENTON ISD
District #: 061901

Indicator:		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	89%	94%	90%	88%	97%	> 99%	98%	*	*	89%	88%	76%	83%
	2010	86%	87%	91%	88%	81%	96%	> 99%	90%	*	*	85%	82%	59%	73%
Mathematics	2011	86%	87%	92%	86%	89%	95%	83%	98%	*	*	82%	88%	85%	83%
	2010	86%	86%	92%	89%	85%	95%	> 99%	88%	*	*	83%	86%	74%	78%
Science	2011	86%	87%	92%	83%	88%	95%	> 99%	92%	*	*	74%	86%	77%	80%
	2010	87%	88%	90%	87%	80%	96%	> 99%	88%	*	*	71%	83%	64%	75%
All Tests	2011	76%	78%	85%	76%	78%	91%	83%	92%	*	*	64%	75%	62%	66%
	2010	75%	77%	82%	75%	68%	91%	> 99%	76%	*	*	59%	69%	45%	55%
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only															
Reading	2011	77%	74%	89%	*	89%	*	*	*	*	*	*	89%	89%	89%
	2010	74%	70%	56%	*	56%	*	*	*	*	*	*	56%	56%	56%
Mathematics	2011	50%	41%	63%	*	63%	*	*	*	*	*	*	61%	63%	63%
	2010	45%	40%	40%	*	40%	*	*	*	*	*	*	40%	40%	40%
Science	2011	58%	46%	44%	*	44%	*	*	*	*	*	*	46%	44%	44%
	2010	52%	43%	38%	*	38%	*	*	*	*	*	*	38%	38%	38%
All Tests	2011	63%	61%	54%	*	54%	*	*	*	*	*	*	56%	54%	54%
	2010	55%	55%	32%	*	32%	*	*	*	*	*	*	32%	32%	32%
TAKS Met 2011 Standard Grade 6															
Reading	2011	85%	87%	88%	85%	80%	93%	93%	85%	*	86%	78%	79%	56%	68%
	2010	86%	88%	89%	84%	80%	95%	> 99%	94%	*	> 99%	84%	80%	59%	71%
Mathematics	2011	83%	85%	87%	80%	81%	92%	80%	95%	*	> 99%	75%	81%	70%	69%
	2010	83%	84%	88%	76%	79%	94%	> 99%	> 99%	*	> 99%	82%	79%	66%	70%
All Tests	2011	76%	78%	81%	74%	70%	88%	80%	86%	*	86%	63%	71%	48%	54%
	2010	76%	79%	82%	69%	70%	91%	> 99%	94%	*	> 99%	74%	70%	47%	57%
TAKS Met 2011 Standard Grade 7															
Reading	2011	86%	88%	90%	85%	82%	96%	93%	94%	*	86%	82%	81%	64%	76%
	2010	86%	88%	91%	88%	84%	95%	> 99%	92%	*	> 99%	79%	84%	73%	79%
Mathematics	2011	81%	82%	87%	76%	81%	92%	93%	94%	*	71%	74%	78%	64%	69%
	2010	82%	82%	85%	75%	80%	91%	75%	98%	*	> 99%	67%	77%	65%	67%
Writing	2011	93%	94%	95%	90%	92%	97%	93%	> 99%	*	92%	83%	89%	82%	88%
	2010	94%	94%	97%	96%	95%	98%	88%	> 99%	*	> 99%	91%	94%	91%	93%
All Tests	2011	75%	77%	81%	66%	72%	90%	79%	94%	*	71%	62%	67%	49%	57%
	2010	75%	76%	81%	72%	72%	88%	63%	93%	*	> 99%	56%	69%	52%	58%

District Name: DENTON ISD
District #: 061901

Indicator:		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard Grade 8 First Administration Only															
Reading	2011	89%	91%	93%	92%	88%	96%	> 99%	> 99%	*	> 99%	80%	88%	74%	83%
	2010	91%	92%	94%	91%	88%	97%	94%	98%	*	> 99%	79%	88%	71%	84%
Mathematics	2011	80%	81%	83%	67%	79%	88%	82%	> 99%	*	83%	65%	74%	61%	63%
	2010	81%	82%	84%	75%	76%	90%	88%	98%	*	94%	64%	74%	62%	64%
Science	2011	79%	81%	80%	67%	68%	89%	91%	96%	*	83%	57%	66%	43%	56%
	2010	78%	80%	83%	76%	71%	90%	94%	98%	*	> 99%	63%	70%	47%	59%
Soc Studies	2011	95%	95%	97%	94%	96%	98%	91%	> 99%	*	> 99%	88%	94%	90%	93%
	2010	94%	95%	97%	97%	92%	99%	> 99%	> 99%	*	94%	87%	93%	84%	91%
All Tests	2011	69%	72%	73%	55%	61%	82%	82%	96%	*	83%	43%	57%	33%	43%
	2010	69%	72%	75%	65%	60%	83%	81%	93%	*	89%	43%	59%	32%	45%
TAKS Met 2011 Standard Grade 9															
Reading	2011	89%	91%	93%	91%	87%	96%	> 99%	> 99%	*	*	73%	88%	63%	84%
	2010	92%	94%	94%	91%	90%	97%	95%	96%	*	*	77%	90%	77%	86%
Mathematics	2011	72%	74%	76%	66%	66%	83%	95%	93%	*	*	43%	66%	43%	52%
	2010	72%	74%	77%	67%	65%	85%	86%	94%	*	*	47%	67%	50%	52%
All Tests	2011	69%	72%	75%	65%	63%	82%	95%	93%	*	*	38%	63%	36%	49%
	2010	70%	73%	75%	65%	63%	85%	81%	90%	*	*	44%	64%	45%	50%
TAKS Met 2011 Standard Grade 10															
Eng Lang Arts	2011	91%	92%	92%	90%	86%	95%	89%	97%	*	*	64%	85%	74%	82%
	2010	91%	92%	93%	90%	88%	96%	> 99%	98%	*	*	68%	87%	73%	83%
Mathematics	2011	75%	77%	76%	59%	67%	85%	79%	97%	*	*	49%	63%	49%	54%
	2010	75%	76%	78%	69%	66%	86%	83%	90%	*	*	45%	67%	41%	50%
Science	2011	76%	78%	76%	63%	59%	88%	74%	94%	*	*	44%	61%	27%	50%
	2010	75%	78%	80%	72%	63%	90%	92%	90%	*	*	49%	66%	32%	52%
Soc Studies	2011	93%	94%	93%	86%	88%	97%	89%	97%	*	*	68%	87%	74%	85%
	2010	93%	94%	93%	89%	89%	97%	> 99%	96%	*	*	61%	88%	70%	80%
All Tests	2011	65%	67%	66%	50%	50%	79%	63%	94%	*	*	29%	48%	20%	36%
	2010	65%	67%	69%	59%	53%	81%	85%	80%	*	*	27%	53%	23%	35%

District Name: DENTON ISD
District #: 061901

Indicator:		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard ^ Grade 11															
Eng Lang Arts	2011	94%	96%	96%	97%	92%	98%	94%	95%	*	*	76%	92%	71%	90%
	2010	93%	94%	95%	93%	90%	97%	94%	> 99%	*	*	77%	90%	75%	89%
Mathematics	2011	90%	90%	89%	84%	84%	93%	94%	93%	*	*	50%	82%	63%	74%
	2010	88%	89%	89%	80%	82%	94%	93%	97%	*	*	62%	80%	63%	76%
Science	2011	90%	91%	90%	89%	81%	96%	88%	98%	*	*	56%	82%	49%	77%
	2010	90%	92%	90%	88%	77%	98%	93%	94%	*	*	67%	79%	47%	77%
Soc Studies	2011	98%	98%	98%	97%	97%	99%	> 99%	98%	*	*	83%	96%	87%	95%
	2010	97%	98%	98%	99%	94%	99%	> 99%	97%	*	*	86%	94%	85%	94%
All Tests	2011	84%	86%	85%	81%	75%	91%	88%	90%	*	*	38%	74%	38%	65%
	2010	81%	84%	83%	76%	67%	92%	88%	94%	*	*	44%	67%	34%	61%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	91%	93%	91%	88%	97%	95%	97%	> 99%	88%	83%	88%	77%	84%
	2010	90%	91%	93%	91%	87%	97%	96%	n/a	n/a	n/a	83%	88%	77%	84%
Mathematics	2011	84%	85%	88%	81%	83%	92%	89%	97%	92%	81%	75%	82%	76%	74%
	2010	84%	85%	88%	81%	80%	93%	96%	n/a	n/a	n/a	73%	80%	72%	73%
Writing	2011	92%	92%	94%	91%	92%	96%	96%	99%	*	93%	87%	91%	88%	89%
	2010	93%	92%	95%	94%	92%	96%	94%	n/a	n/a	n/a	87%	92%	89%	90%
Science	2011	83%	84%	84%	76%	74%	92%	84%	95%	*	86%	59%	74%	51%	65%
	2010	82%	84%	86%	81%	72%	93%	95%	n/a	n/a	n/a	64%	75%	50%	66%
Soc Studies	2011	95%	96%	96%	92%	93%	98%	93%	98%	*	> 99%	80%	92%	84%	91%
	2010	94%	95%	96%	95%	92%	98%	97%	n/a	n/a	n/a	79%	92%	80%	89%
All Tests	2011	76%	78%	81%	72%	72%	88%	84%	94%	92%	77%	60%	70%	57%	60%
	2010	76%	78%	81%	73%	69%	89%	90%	n/a	n/a	n/a	59%	69%	55%	60%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	36%	39%	27%	26%	48%	38%	57%	42%	49%	18%	25%	16%	17%
	2010	32%	35%	38%	27%	24%	47%	38%	53%	44%	49%	18%	23%	14%	17%
Mathematics	2011	29%	30%	32%	18%	23%	39%	30%	59%	33%	29%	15%	21%	18%	14%
	2010	28%	30%	31%	18%	21%	38%	28%	56%	33%	37%	14%	19%	15%	12%
Writing	2011	31%	33%	39%	27%	26%	47%	48%	64%	*	33%	13%	25%	16%	17%
	2010	32%	33%	36%	24%	25%	44%	27%	61%	*	44%	9%	22%	12%	14%
Science	2011	30%	32%	33%	17%	21%	43%	27%	59%	*	57%	12%	18%	9%	12%
	2010	28%	30%	30%	17%	17%	39%	29%	42%	*	39%	12%	18%	5%	10%
Soc Studies	2011	47%	51%	51%	35%	37%	62%	48%	70%	*	83%	16%	34%	12%	24%
	2010	45%	49%	51%	36%	34%	62%	50%	70%	*	67%	13%	32%	10%	22%
All Tests	2011	16%	17%	19%	9%	11%	25%	18%	41%	17%	25%	5%	10%	7%	5%
	2010	15%	17%	17%	8%	9%	23%	16%	35%	11%	17%	4%	8%	6%	4%

District Name: DENTON ISD
District #: 061901

Indicator:		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	88%	91%	96%	90%	90%	*	83%	*	*	91%	91%	88%	89%
	2010	85%	87%	88%	88%	89%	87%	*	86%	*	*	88%	87%	88%	87%
Mathematics	2011	77%	77%	83%	86%	84%	80%	*	> 99%	*	*	83%	84%	84%	81%
	2010	75%	75%	79%	76%	80%	79%	*	60%	*	*	79%	79%	81%	78%
Writing	2011	80%	81%	88%	86%	89%	90%	*	*	*	*	88%	85%	88%	86%
	2010	80%	80%	87%	84%	87%	88%	*	*	*	*	87%	84%	88%	88%
Science	2011	60%	60%	60%	62%	59%	63%	*	*	*	*	60%	61%	57%	59%
	2010	58%	60%	58%	62%	48%	67%	*	*	*	*	58%	54%	47%	58%
Soc Studies	2011	68%	68%	67%	67%	72%	61%	*	*	*	*	67%	66%	72%	69%
	2010	67%	68%	68%	75%	51%	86%	*	*	*	*	68%	61%	58%	65%
All Tests	2011	66%	68%	73%	75%	72%	74%	*	33%	*	*	73%	72%	71%	70%
	2010	64%	67%	69%	69%	66%	73%	*	57%	*	*	69%	67%	64%	67%
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	95%	98%	> 99%	> 99%	96%	> 99%	> 99%	*	*	98%	97%	> 99%	*
	2010	93%	92%	96%	98%	94%	97%	*	71%	*	*	96%	95%	92%	*

District Name: DENTON ISD
District #: 061901

Indicator:	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	99.2%	99.4%	98.6%	99.7%	100.0%	94.8%	93.3%	100.0%	99.5%	98.8%	95.5%	98.2%
By Test Version														
TAKS (1 or more)	91.0%	92.0%	91.6%	86.4%	89.3%	94.0%	94.8%	91.6%	93.3%	92.3%	28.0%	86.9%	82.1%	83.7%
Not on TAKS	7.6%	6.8%	7.6%	13.0%	9.3%	5.6%	5.2%	3.2%	0.0%	7.7%	71.5%	11.9%	13.4%	14.5%
TAKS(Acc) Only	2.4%	2.2%	2.1%	3.0%	2.6%	1.7%	1.5%	0.7%	0.0%	1.5%	19.7%	2.9%	3.8%	4.4%
TAKS-M Only	3.1%	2.4%	3.4%	6.8%	4.3%	2.1%	2.2%	1.1%	0.0%	4.6%	31.8%	5.7%	6.8%	7.2%
TAKS-Alt Only	0.9%	0.8%	0.7%	0.9%	0.6%	0.7%	1.5%	0.5%	0.0%	0.0%	6.9%	1.1%	0.4%	0.0%
Combination	1.3%	1.3%	1.4%	2.3%	1.8%	1.1%	0.0%	0.9%	0.0%	1.5%	13.2%	2.2%	2.4%	2.8%
By Acct Status														
Acct System	94.0%	94.4%	95.7%	94.1%	95.8%	96.4%	97.0%	91.1%	80.0%	81.5%	95.1%	95.2%	93.0%	94.6%
Non-Acct System	4.6%	4.4%	3.5%	5.3%	2.8%	3.3%	3.0%	3.6%	13.3%	18.5%	4.4%	3.6%	2.5%	3.6%
Mobile	4.6%	4.4%	3.5%	5.3%	2.8%	3.3%	3.0%	3.0%	13.3%	18.5%	4.4%	3.5%	2.3%	3.5%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%
Not Tested	1.4%	1.2%	0.8%	0.6%	1.4%	0.3%	0.0%	5.2%	6.7%	0.0%	0.5%	1.2%	4.5%	1.8%
Absent	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.3%	0.2%	0.1%	0.2%
LEP Exempt	0.9%	0.8%	0.5%	0.2%	1.0%	0.1%	0.0%	3.6%	0.0%	0.0%	0.1%	0.8%	4.0%	1.3%
Other	0.4%	0.3%	0.2%	0.3%	0.3%	0.1%	0.0%	1.6%	6.7%	0.0%	0.1%	0.3%	0.4%	0.3%
Total Count	3,231,780	359,376	15,537	1,908	4,722	8,248	134	440	15	65	1,644	6,235	1,919	5,444
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	99.1%	99.6%	98.7%	99.5%	100.0%	94.5%	100.0%	100.0%	99.3%	98.7%	95.0%	97.6%
By Test Version														
TAKS (1 or more)	90.8%	92.0%	91.4%	86.2%	89.1%	94.0%	94.5%	91.7%	100.0%	95.3%	30.2%	86.5%	80.7%	82.3%
Not on TAKS	7.8%	6.8%	7.7%	13.4%	9.6%	5.5%	5.5%	2.8%	0.0%	4.7%	69.1%	12.3%	14.3%	15.3%
TAKS(Acc) Only	2.3%	2.3%	1.8%	2.9%	2.3%	1.4%	2.4%	0.5%	0.0%	2.3%	16.6%	2.6%	3.4%	4.2%
TAKS-M Only	3.3%	2.5%	3.8%	7.6%	4.9%	2.4%	1.6%	1.3%	0.0%	2.3%	33.9%	6.5%	7.7%	8.4%
TAKS-Alt Only	0.8%	0.8%	0.7%	1.0%	0.6%	0.6%	0.8%	0.5%	0.0%	0.0%	6.7%	1.0%	0.6%	0.0%
Combination	1.3%	1.3%	1.3%	2.0%	1.7%	1.0%	0.8%	0.5%	0.0%	0.0%	11.9%	2.1%	2.5%	2.7%
By Acct Status														
Acct System	90.0%	91.4%	91.0%	86.6%	89.7%	92.9%	95.3%	90.7%	90.0%	79.1%	56.7%	86.9%	85.1%	86.0%
Non-Acct System	8.6%	7.4%	8.1%	13.0%	8.9%	6.6%	4.7%	3.8%	10.0%	20.9%	42.7%	11.8%	9.9%	11.7%
Mobile	4.4%	4.2%	3.6%	4.5%	3.3%	3.5%	2.4%	2.0%	10.0%	18.6%	1.9%	4.2%	1.5%	3.2%
Non-Acct Test	4.2%	3.2%	4.5%	8.6%	5.6%	3.1%	2.4%	1.8%	0.0%	2.3%	40.7%	7.6%	8.4%	8.5%
Not Tested	1.4%	1.2%	0.9%	0.4%	1.3%	0.5%	0.0%	5.5%	0.0%	0.0%	0.7%	1.3%	5.0%	2.4%
Absent	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%	0.2%
LEP Exempt	0.9%	0.8%	0.6%	0.1%	1.1%	0.2%	0.0%	4.5%	0.0%	0.0%	0.1%	1.0%	4.7%	1.9%
Other	0.4%	0.3%	0.2%	0.2%	0.2%	0.1%	0.0%	1.0%	0.0%	0.0%	0.3%	0.2%	0.4%	0.3%
Total Count	3,175,337	351,912	14,816	1,786	4,466	7,966	127	397	10	43	1,650	5,875	1,847	4,486
TAKS Exit-Level Cumulative Pass Rate @														
Class of 2011	92%	93%	92%	85%	88%	96%	90%	n/a	n/a	n/a	63%	85%	70%	82%
Class of 2010	90%	91%	91%	91%	83%	95%	86%	n/a	n/a	n/a	72%	86%	64%	83%

District Name: DENTON ISD
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Indicator:		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	46%	53%	56%	46%	64%	*	60%	*	*	56%	48%	40%	51%
	2010	50%	48%	53%	59%	45%	63%	*	67%	*	*	58%	49%	42%	49%
Mathematics	2011	42%	40%	43%	39%	42%	48%	71%	67%	*	20%	44%	40%	37%	42%
	2010	45%	43%	52%	48%	46%	60%	71%	41%	*	> 99%	52%	46%	42%	49%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	75	80	77	75	95	*	63	*	*	87	72	69	77
	2010	86	86	90	90	84	101	*	138	*	*	78	87	81	87
Mathematics	2011	64	62	66	61	66	66	*	88	*	*	61	63	62	64
	2010	70	70	77	72	73	85	93	94	*	*	77	75	75	77
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	11%	7%	10%	12%	3%	< 1%	2%	*	*	11%	12%	22%	17%
	2010	15%	13%	10%	12%	21%	4%	< 1%	10%	*	*	16%	19%	41%	29%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	94%	98%	99%	94%	99%	> 99%	> 99%	*	*	97%	95%	86%	93%
	2010	92%	93%	96%	98%	90%	99%	> 99%	95%	*	*	93%	91%	77%	87%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	14%	8%	14%	12%	5%	17%	2%	*	*	18%	13%	18%	18%
	2010	14%	14%	9%	12%	17%	5%	< 1%	12%	*	*	18%	16%	30%	24%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	93%	97%	95%	95%	99%	> 99%	> 99%	*	*	96%	95%	93%	93%
	2010	92%	92%	95%	95%	91%	97%	> 99%	98%	*	*	91%	91%	84%	89%
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2011	11%	9%	7%	8%	12%	5%	< 1%	< 1%	*	< 1%	20%	13%	26%	17%
	2010	10%	8%	7%	9%	12%	4%	6%	3%	*	< 1%	21%	12%	29%	17%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	94%	95%	97%	96%	94%	98%	> 99%	> 99%	*	> 99%	90%	94%	87%	92%
	2010	95%	96%	96%	95%	92%	98%	> 99%	98%	*	> 99%	86%	93%	80%	90%
TAKS Failers Promoted by Grade Placement Committee @															
	2010	84.7%	92.4%	*	-	-	*	-	-	-	-	-	-	-	-
	2009	88.5%	91.2%	-	-	-	-	-	n/a	n/a	n/a	-	-	-	-

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Indicator:		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative (continued)															
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
	2011	20%	19%	17%	33%	21%	13%	18%	< 1%	*	17%	35%	26%	39%	37%
	2010	20%	19%	16%	25%	24%	10%	13%	3%	*	6%	36%	26%	38%	36%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	88%	89%	92%	86%	89%	95%	> 99%	> 99%	*	> 99%	84%	87%	77%	82%
	2010	88%	89%	92%	86%	87%	95%	> 99%	> 99%	*	> 99%	79%	86%	80%	79%
TAKS Failers Promoted by Grade Placement Committee @															
	2010	86.1%	94.2%	*	-	-	*	-	-	-	-	-	-	-	-
	2009	91.1%	92.7%	-	-	-	-	-	n/a	n/a	n/a	-	-	-	-
English Language Learners Progress Indicator															
2010-11		80%	82%	86%	88%	85%	87%	60%	95%	*	*	78%	85%	83%	84%
2009-10		79%	82%	85%	91%	84%	96%	*	97%	*	*	81%	83%	82%	83%
Attendance Rate @															
2009-10		95.5%	95.7%	95.9%	96.2%	96.0%	95.8%	95.4%	97.4%	97.5%	95.5%	95.1%	95.6%	96.5%	95.4%
2008-09		95.6%	95.8%	95.9%	96.1%	96.1%	95.7%	95.0%	n/a	n/a	n/a	95.0%	95.8%	96.8%	95.5%
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)															
2009-10		0.2%	0.3%	0.3%	0.0%	0.4%	0.4%	0.0%	1.1%	*	0.0%	0.5%	0.3%	0.0%	0.3%
2008-09		0.3%	0.3%	0.2%	0.2%	0.2%	0.2%	0.0%	n/a	n/a	n/a	0.0%	0.3%	0.0%	0.1%
Annual Dropout Rate (Gr 7-12) @ (AEA Indicator)															
2009-10		1.7%	1.4%	0.3%	0.1%	0.5%	0.3%	0.0%	0.4%	0.0%	0.0%	0.3%	0.3%	0.2%	0.6%
2008-09		2.0%	1.9%	0.5%	0.9%	0.5%	0.4%	0.0%	n/a	n/a	n/a	0.8%	0.5%	0.4%	0.8%
Annual Dropout Rate (Gr 9-12) @															
2009-10		2.4%	2.0%	0.3%	0.1%	0.5%	0.3%	0.0%	0.0%	*	0.0%	0.2%	0.3%	0.4%	0.8%
2008-09		2.9%	2.7%	0.7%	1.2%	0.6%	0.5%	0.0%	n/a	n/a	n/a	1.3%	0.6%	0.8%	1.1%
4-Year Completion Rate (Gr 9-12) @															
Class of 2010															
Graduated		84.3%	86.8%	94.0%	95.0%	86.8%	97.1%	88.9%	n/a	n/a	n/a	86.8%	92.7%	82.4%	84.2%
Received GED		1.3%	1.1%	0.1%	0.0%	0.0%	0.2%	0.0%	n/a	n/a	n/a	0.0%	0.0%	0.0%	0.3%
Continued HS		7.2%	5.5%	4.8%	4.3%	11.3%	1.7%	11.1%	n/a	n/a	n/a	9.4%	5.6%	14.9%	12.8%
Dropped Out		7.3%	6.6%	1.2%	0.6%	1.8%	1.1%	0.0%	n/a	n/a	n/a	3.8%	1.7%	2.7%	2.6%
Class of 2009															
Graduated		80.6%	84.2%	91.8%	93.4%	84.5%	94.1%	100.0%	n/a	n/a	n/a	83.9%	89.5%	78.6%	85.5%
Received GED		1.4%	1.2%	0.3%	0.0%	0.0%	0.5%	0.0%	n/a	n/a	n/a	0.8%	0.0%	0.0%	0.0%
Continued HS		8.6%	6.5%	6.6%	5.3%	14.8%	3.7%	0.0%	n/a	n/a	n/a	12.9%	8.6%	17.9%	11.9%
Dropped Out		9.4%	8.1%	1.3%	1.3%	0.7%	1.7%	0.0%	n/a	n/a	n/a	2.4%	1.9%	3.6%	2.6%

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Indicator:	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
5-Year Extended Completion Rate (Gr 9-12) @														
Class of 2009														
Graduated	85.1%	87.8%	96.7%	97.3%	94.6%	97.4%	100.0%	n/a	n/a	n/a	92.9%	96.4%	92.5%	93.9%
Received GED	1.9%	1.7%	0.3%	0.0%	0.0%	0.5%	0.0%	n/a	n/a	n/a	0.8%	0.0%	0.0%	0.0%
Continued HS	2.1%	1.4%	1.4%	1.4%	4.0%	0.3%	0.0%	n/a	n/a	n/a	3.9%	1.6%	3.8%	2.7%
Dropped Out	10.8%	9.1%	1.6%	1.4%	1.4%	1.9%	0.0%	n/a	n/a	n/a	2.4%	1.9%	3.8%	3.4%
Class of 2008														
Graduated	83.4%	87.0%	96.8%	94.8%	96.0%	97.4%	100.0%	n/a	n/a	n/a	90.8%	94.8%	100.0%	94.6%
Received GED	2.1%	1.7%	0.1%	0.0%	0.0%	0.1%	0.0%	n/a	n/a	n/a	0.0%	0.0%	0.0%	0.3%
Continued HS	2.4%	1.5%	1.5%	1.7%	1.5%	1.5%	0.0%	n/a	n/a	n/a	6.9%	3.0%	0.0%	2.0%
Dropped Out	12.2%	9.8%	1.7%	3.4%	2.5%	1.0%	0.0%	n/a	n/a	n/a	2.3%	2.2%	0.0%	3.1%
Completion Rate II (Graduates, Continuers, and GED) @ (AEA Indicator)														
Class of 2010	92.7%	93.4%	98.8%	99.4%	98.2%	98.9%	100.0%	n/a	n/a	n/a	96.2%	98.3%	97.3%	97.4%
Class of 2009	90.6%	91.9%	98.7%	98.7%	99.3%	98.3%	100.0%	n/a	n/a	n/a	97.6%	98.1%	96.4%	97.4%
Completion Rate I (Graduates and Continuers) @ (Standard Accountability Indicator)														
Class of 2010	91.4%	92.3%	98.7%	99.4%	98.2%	98.8%	100.0%	n/a	n/a	n/a	96.2%	98.3%	97.3%	97.0%
Class of 2009	89.2%	90.7%	98.4%	98.7%	99.3%	97.8%	100.0%	n/a	n/a	n/a	96.8%	98.1%	96.4%	97.4%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion @														
2009-10	26.3%	26.8%	31.1%	23.0%	20.6%	38.0%	32.3%	55.0%	*	38.7%	6.2%	19.3%	13.5%	15.6%
2008-09	24.6%	25.1%	27.7%	17.1%	18.4%	34.3%	43.8%	n/a	n/a	n/a	6.9%	15.7%	13.2%	14.0%
RHSP/DAP Graduates @														
Class of 2010	82.7%	82.9%	86.4%	81.4%	82.3%	89.8%	70.0%	96.6%	-	75.0%	19.2%	76.4%	67.6%	68.6%
Class of 2009	82.5%	82.1%	86.2%	77.6%	90.1%	86.1%	100.0%	n/a	n/a	n/a	19.1%	80.7%	77.6%	75.1%
AP/IB Results @														
Tested														
2010	22.7%	25.0%	37.3%	19.2%	26.2%	45.6%	56.5%	57.1%	*	39.1%	n/a	n/a	n/a	n/a
2009	21.2%	23.4%	38.7%	21.0%	26.4%	47.2%	50.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2010	50.8%	55.9%	43.0%	29.1%	39.0%	44.7%	38.5%	58.3%	*	44.4%	n/a	n/a	n/a	n/a
2009	51.2%	56.0%	39.5%	14.8%	35.5%	41.7%	50.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion														
2010	46.7%	49.7%	31.8%	23.7%	24.6%	33.7%	26.7%	41.1%	*	40.9%	n/a	n/a	n/a	n/a
2009	47.4%	50.1%	27.3%	12.4%	22.7%	29.1%	36.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts 2011	66%	69%	72%	69%	59%	81%	63%	80%	*	*	30%	62%	23%	54%
2010	60%	64%	62%	54%	50%	70%	80%	63%	*	*	28%	46%	22%	44%
Mathematics 2011	69%	69%	66%	49%	53%	76%	69%	78%	*	*	17%	52%	26%	38%
2010	66%	68%	66%	49%	49%	78%	71%	97%	*	*	19%	49%	24%	41%

District Name: DENTON ISD
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Indicator:	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
SAT/ACT Results @														
Tested														
Class of 2010	62.6%	64.0%	61.6%	74.8%	46.9%	64.5%	85.7%	85.7%	-	57.1%	n/a	n/a	n/a	n/a
Class of 2009	61.5%	61.6%	58.4%	69.0%	39.1%	62.4%	66.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
At/Above Criterion														
Class of 2010	26.9%	34.7%	32.9%	6.3%	16.9%	43.5%	50.0%	54.2%	-	37.5%	n/a	n/a	n/a	n/a
Class of 2009	26.9%	33.9%	29.8%	5.7%	12.2%	38.9%	33.3%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Average SAT Score														
Class of 2010	985	1020	1026	870	965	1076	*	1140	-	908	n/a	n/a	n/a	n/a
Class of 2009	985	1021	1012	884	905	1057	1003	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT Score														
Class of 2010	20.5	22.0	21.1	18.0	19.4	22.7	*	23.5	-	*	n/a	n/a	n/a	n/a
Class of 2009	20.5	21.8	20.8	16.6	18.7	22.6	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a
College-Ready Graduates @														
Eng Lang Arts														
Class of 2010	66%	71%	67%	51%	54%	76%	75%	81%	*	77%	16%	53%	15%	46%
Class of 2009	62%	65%	61%	49%	43%	70%	63%	n/a	n/a	n/a	20%	41%	17%	36%
Mathematics														
Class of 2010	64%	67%	67%	45%	56%	76%	75%	78%	*	50%	17%	52%	27%	40%
Class of 2009	60%	63%	59%	33%	48%	67%	75%	n/a	n/a	n/a	< 1%	45%	23%	24%
Both Subjects														
Class of 2010	52%	57%	54%	31%	39%	65%	75%	70%	*	42%	10%	37%	10%	26%
Class of 2009	47%	51%	46%	24%	30%	55%	63%	n/a	n/a	n/a	< 1%	27%	11%	11%

STUDENT INFORMATION		District Count	District Percent	State Count	State Percent
Total Students:		23,832	100.0%	4,912,385	100.0%
Students By Grade:	Early Childhood Education	89	0.4%	13,652	0.3%
	Pre-Kindergarten	724	3.0%	223,243	4.5%
	Kindergarten	2,035	8.5%	373,832	7.6%
	Grade 1	2,020	8.5%	387,655	7.9%
	Grade 2	2,089	8.8%	379,680	7.7%
	Grade 3	2,017	8.5%	375,232	7.6%
	Grade 4	1,886	7.9%	373,915	7.6%
	Grade 5	1,880	7.9%	372,341	7.6%
	Grade 6	1,722	7.2%	361,552	7.4%
	Grade 7	1,698	7.1%	357,262	7.3%
	Grade 8	1,684	7.1%	354,139	7.2%
	Grade 9	1,782	7.5%	390,370	7.9%
	Grade 10	1,535	6.4%	343,450	7.0%
	Grade 11	1,364	5.7%	314,263	6.4%
	Grade 12	1,307	5.5%	291,799	5.9%
Ethnic Distribution:	African American	2,768	11.6%	635,400	12.9%
	Hispanic	7,351	30.8%	2,468,574	50.3%
	White	12,600	52.9%	1,531,757	31.2%
	Native American	206	0.9%	23,457	0.5%
	Asian	613	2.6%	168,913	3.4%
	Pacific Islander	18	0.1%	6,106	0.1%
	Two or More Races	276	1.2%	78,178	1.6%
Economically Disadvantaged		9,892	41.5%	2,909,554	59.2%
Limited English Proficient (LEP)		3,433	14.4%	830,795	16.9%
Students w/Disciplinary Placements (2009-10)		313	1.3%	92,810	1.9%
At-Risk		8,354	35.1%	2,275,179	46.3%
Graduates (Class of 2010):					
Total Graduates		1,146	100.0%	280,520	100.0%
By Ethnicity (incl. Special Ed.):					
	African American	145	12.7%	36,988	13.2%
	Hispanic	327	28.5%	119,365	42.6%
	White	619	54.0%	108,577	38.7%
	American Indian	10	0.9%	1,452	0.5%
	Asian	29	2.5%	9,967	3.6%
	Pacific Islander	0	0.0%	363	0.1%
	Two or More Races	16	1.4%	3,808	1.4%
By Graduation Type (incl. Special Ed.):					
	Minimum H.S. Program	156	13.6%	48,391	17.3%
	Recommended H.S. Pgm./DAP	990	86.4%	232,129	82.7%
Special Education Graduates		99	8.6%	25,537	9.1%

		Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: District	Special Education Rates: State
Retention Rates By Grade:	Kindergarten	2.1%	2.3%	14.3%	10.7%
	Grade 1	1.5%	4.7%	8.5%	8.9%
	Grade 2	0.8%	2.8%	3.8%	4.1%
	Grade 3	1.1%	2.0%	1.4%	1.8%
	Grade 4	0.1%	1.1%	0.4%	0.9%
	Grade 5	0.4%	1.3%	2.0%	1.3%
	Grade 6	0.1%	0.7%	3.7%	1.2%
	Grade 7	0.2%	1.0%	1.4%	1.4%
	Grade 8	0.1%	1.2%	1.7%	2.1%

		District Count	District Percent	State Count	State Percent
Data Quality:	PID Errors (student)	42	0.2%	5,913	0.1%
	Underreported Students	9	0.1%	8,667	0.4%

CLASS SIZE INFORMATION (Derived from teacher responsibility records.)		District	State
Class Size Averages by Grade and Subject:			
Elementary:	Kindergarten	18.8	19.0
	Grade 1	18.9	18.9
	Grade 2	18.8	18.8
	Grade 3	19.1	18.8
	Grade 4	20.3	19.0
	Grade 5	21.9	21.4
	Grade 6	20.9	20.7
	Mixed Grades	19.2	23.9
Secondary:	English/Language Arts	20.4	17.3
	Foreign Languages	18.8	19.0
	Mathematics	19.4	17.9
	Science	22.9	19.0
	Social Studies	22.6	19.6

STAFF INFORMATION	District Count	District Percent	State Count	State Percent
Total Staff:	3,266.1	100.0%	663,146.4	100.0%
Professional Staff:	2,360.7	72.3%	420,412.8	63.4%
Teachers	1,835.5	56.2%	334,876.4	50.5%
Professional Support	418.6	12.8%	59,958.9	9.0%
Campus Administration (School Leadership)	88.7	2.7%	18,757.3	2.8%
Central Administration	18.0	0.6%	6,820.1	1.0%
Educational Aides:	257.3	7.9%	62,981.3	9.5%
Auxiliary Staff:	648.1	19.8%	179,752.4	27.1%
Total Minority Staff:	818.5	25.1%	291,704.1	44.0%
Teachers by Ethnicity and Sex:				
African American	119.3	6.5%	31,080.7	9.3%
Hispanic	214.4	11.7%	79,342.2	23.7%
White	1,439.7	78.4%	214,047.6	63.9%
American Indian	15.0	0.8%	1,390.2	0.4%
Asian	7.9	0.4%	4,439.7	1.3%
Pacific Islander	1.0	0.1%	357.3	0.1%
Two or More Races	38.2	2.1%	4,218.7	1.3%
Males	441.1	24.0%	77,669.1	23.2%
Females	1,394.3	76.0%	257,207.3	76.8%
Teachers by Highest Degree Held:				
No Degree	14.4	0.8%	2,572.5	0.8%
Bachelors	1,310.6	71.4%	257,361.4	76.9%
Masters	497.8	27.1%	73,117.8	21.8%
Doctorate	12.6	0.7%	1,824.8	0.5%
Teachers by Years of Experience:				
Beginning Teachers	88.3	4.8%	20,250.7	6.0%
1-5 Years Experience	583.5	31.8%	100,402.5	30.0%
6-10 Years Experience	415.8	22.7%	70,542.9	21.1%
11-20 Years Experience	467.5	25.5%	83,669.9	25.0%
Over 20 Years Experience	280.4	15.3%	60,010.5	17.9%
Number of Students per Teacher:	13.0	n/a	14.7	n/a

STAFF INFORMATION (Continued)	District	State
Average Years Experience of Teachers:	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	$45,521	$41,272
1-5 Years Experience	$47,448	$44,013
6-10 Years Experience	$48,287	$46,604
11-20 Years Experience	$51,852	$50,476
Over 20 Years Experience	$63,510	$58,691
Average Actual Salaries (regular duties only):		
Teachers	$51,120	$48,638
Professional Support	$55,177	$57,045
Campus Administration (School Leadership)	$72,333	$70,819
Central Administration (Compared to previous AEIS $89,371)	$102,775	$89,481
Turnover Rate for Teachers:	8.4%	11.9%
Instructional Staff Percent***:	69.9%	64.4%
STAFF EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,118.8
Educational Aides	0.0	238.7
Auxiliary Staff	3.0	669.6
Contracted Instructional Staff:	0.0	2,180.4

TAX INFORMATION (CALENDAR YEAR 2010)	District Amount	District Percent/Rate	State Amount	State Percent/Rate
Adopted Tax Rate				
Maintenance and Operations	n/a	$1.040	n/a	$1.064
Interest and Sinking Fund #	n/a	$0.490	n/a	$0.171
Total Rate (sum of above)	n/a	$1.530	n/a	$1.235
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	$9,326,322,854	n/a	$1,671,116,451,188	n/a
Value Per Pupil @@	$391,336	n/a	$350,222	n/a
Value by Category				
Business	$2,424,456,387	23.7%	$619,775,745,261	32.8%
Residential	$6,974,236,330	68.2%	$1,026,991,436,746	54.4%
Land	$589,216,773	5.8%	$120,237,548,492	6.4%
Oil and Gas	$170,691,539	1.7%	$112,804,066,882	6.0%
Other	$63,899,186	0.6%	$9,304,192,230	0.5%
FUND BALANCE INFORMATION				
Fund Balance (End of Year 2009-10 audited)	$53,451,035	n/a	$7,355,367,290	n/a
Percent of Total Budgeted Expenditures (2010-11)	n/a	28.6%	n/a	18.7%

ACTUAL REVENUE INFORMATION (2009-10)	District General Fund	District Percent	District Per Student	District All Funds	District Percent	District Per Student	State All Funds	State Percent	State Per Student
By Source:									
Total Revenues	$194,029,759	100.0%	$8,602	$257,169,576	100.0%	$11,401	$49,825,397,308	100.0%	$10,328
Local Tax	$101,524,143	52.3%	$4,501	$145,260,665	56.5%	$6,440	$20,702,046,899	41.5%	$4,291
Other Local & Intermediate	$3,099,815	1.6%	$137	$9,172,765	3.6%	$407	$2,065,867,106	4.1%	$428
State +	$87,233,277	45.0%	$3,867	$88,738,275	34.5%	$3,934	$21,076,094,948	42.3%	$4,369
Federal	$2,172,524	1.1%	$96	$13,997,871	5.4%	$621	$5,981,388,355	12.0%	$1,240
Equity Transfers (excluded from revenues)	$0	n/a	$0	$0	n/a	$0	$1,070,736,634	n/a	$222
ACTUAL EXPENDITURE INFORMATION (2009-10)									
By Object:									
Total Expenditures	$187,695,338	100.0%	$8,321	$309,431,389	100.0%	$13,718	$55,685,905,234	100.0%	$11,543
Payroll Costs	$164,438,400	87.6%	$7,290	$177,622,705	57.4%	$7,874	$33,896,341,694	60.9%	$7,026
Other Operating Costs	$23,082,120	12.3%	$1,023	$35,512,912	11.5%	$1,574	$9,152,601,507	16.4%	$1,897
Debt Service	$0	0.0%	$0	$39,867,982	12.9%	$1,767	$5,190,318,470	9.3%	$1,076
Capital Outlay	$174,818	0.1%	$8	$56,427,790	18.2%	$2,502	$7,446,643,563	13.4%	$1,544

ACTUAL EXPENDITURE INFORMATION (continued)	District						State		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function (Objects 6100-6400 only):									
Total Operating Expenditures	$187,126,068	100.0%	$8,296	$209,702,731	100.0%	$9,297	$42,460,965,640	100.0%	$8,802
Instruction (11,95)	$118,733,581	63.5%	$5,264	$129,223,715	61.6%	$5,729	$24,805,113,325	58.4%	$5,142
Instructional-Related Services (12,13)	$6,337,478	3.4%	$281	$8,194,957	3.9%	$363	$1,520,261,151	3.6%	$315
Instructional Leadership (21)	$2,486,161	1.3%	$110	$2,732,004	1.3%	$121	$633,472,153	1.5%	$131
School Leadership (23)	$10,479,286	5.6%	$465	$10,633,812	5.1%	$471	$2,350,497,427	5.5%	$487
Support Services-Student (31,32,33)	$10,903,098	5.8%	$483	$12,516,474	6.0%	$555	$2,031,024,489	4.8%	$421
Student Transportation (34)	$4,850,157	2.6%	$215	$4,961,665	2.4%	$220	$1,156,289,200	2.7%	$240
Food Services (35)	$129,460	0.1%	$6	$7,688,782	3.7%	$341	$2,223,522,112	5.2%	$461
Cocurricular Activities (36)	$4,882,174	2.6%	$216	$5,134,465	2.4%	$228	$1,115,331,069	2.6%	$231
Central Administration (41,92 **)	$4,483,725	2.4%	$199	$4,505,960	2.1%	$200	$1,299,666,358	3.1%	$269
Plant Maintenance and Operations (51)	$20,051,221	10.7%	$889	$20,317,459	9.7%	$901	$4,405,080,294	10.4%	$913
Security and Monitoring Services (52)	$551,015	0.3%	$24	$551,779	0.3%	$24	$327,376,988	0.8%	$68
Data Processing Services (53)	$3,238,712	1.7%	$144	$3,241,659	1.5%	$144	$593,331,074	1.4%	$123
Community Services (61)	$382,577	n/a	$17	$505,832	n/a	$22	$210,691,106	n/a	$44
Equity Transfers (excluded from expenditures)	$0	n/a	$0	$0	n/a	$0	$1,070,736,634	n/a	$222
Instructional Expenditure Ratio*** (11,12,13,31)		69.7%						65.3%	
ACTUAL PROGRAM EXPENDITURE INFORMATION (2009-10)									
By Program:									
Total Operating Expenditures	$154,414,500	100.0%	$6,846	$166,864,077	100.0%	$7,397	$32,108,519,161	100.0%	$6,656
Bilingual/ESL Education (25)	$4,149,080	2.7%	$184	$4,488,454	2.7%	$199	$1,225,281,719	3.8%	$254
Career & Technical Education (22)	$5,472,427	3.5%	$243	$5,687,362	3.4%	$252	$1,056,766,918	3.3%	$219
Accelerated Education (24,30)	$3,737,896	2.4%	$166	$9,604,168	5.8%	$426	$4,301,585,763	13.4%	$892
Gifted & Talented Education (21)	$2,674,285	1.7%	$119	$2,691,024	1.6%	$119	$411,864,800	1.3%	$85
Regular Education (11)	$103,554,765	67.1%	$4,591	$103,554,765	62.1%	$4,591	$18,512,461,024	57.7%	$3,837
Special Education (23)	$26,372,305	17.1%	$1,169	$32,252,238	19.3%	$1,430	$5,172,429,398	16.1%	$1,072
Athletics/Related Activities (91)	$4,240,205	2.7%	$188	$4,240,310	2.5%	$188	$773,004,781	2.4%	$160
High School Allotment (31)	$1,477,842	1.0%	$66	$1,477,842	0.9%	$66	$304,454,407	0.9%	$63
Other (26,28,29)	$2,735,695	1.8%	$121	$2,867,914	1.7%	$127	$350,670,351	1.1%	$73

PROGRAM INFORMATION	District Count	District Percent	State Count	State Percent
Student Enrollment by Program:				
Bilingual/ESL Education	3,409	14.3%	796,755	16.2%
Career & Technical Education	3,982	16.7%	1,032,602	21.0%
Gifted & Talented Education	2,072	8.7%	379,789	7.7%
Special Education	2,322	9.7%	432,763	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	129.7	7.1%	18,300.9	5.5%
Career & Technical Education	66.0	3.6%	13,438.7	4.0%
Compensatory Education	92.5	5.0%	9,790.9	2.9%
Gifted & Talented Education	31.6	1.7%	6,480.8	1.9%
Regular Education	1,248.1	68.0%	245,670.2	73.4%
Special Education	220.6	12.0%	30,384.6	9.1%
Other	47.0	2.6%	10,810.4	3.2%

Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report

District Name: DENTON ISD 2010-11 District Performance Report

District #: 061901 For Current Year LEP Students

Indicator:		State	Region 11	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2011	90%	91%	93%	84%	83%	*	> 99%	*	73%	85%	70%	84%	77%	77%
	2010	90%	91%	93%	82%	82%	*	88%	*	75%	79%	74%	86%	77%	77%
Mathematics	2011	84%	85%	88%	86%	86%	*	> 99%	*	70%	93%	64%	80%	75%	76%
	2010	84%	85%	88%	79%	78%	*	88%	*	70%	82%	67%	55%	73%	72%
Writing	2011	92%	92%	94%	93%	93%	*	> 99%	*	84%	87%	82%	*	88%	88%
	2010	93%	92%	95%	94%	94%	*	*	*	88%	85%	89%	88%	89%	89%
Science	2011	83%	84%	84%	80%	80%	*	*	*	43%	61%	40%	67%	51%	51%
	2010	82%	84%	86%	62%	62%	*	*	*	47%	61%	45%	44%	50%	50%
Soc Studies	2011	95%	96%	96%	*	*	*	*	*	84%	80%	84%	90%	84%	84%
	2010	94%	95%	96%	*	*	*	*	*	81%	63%	81%	78%	81%	80%
All Tests	2011	76%	78%	81%	74%	72%	*	> 99%	*	48%	74%	41%	70%	57%	57%
	2010	76%	78%	81%	67%	67%	*	81%	*	50%	64%	46%	55%	55%	55%
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	11%	7%	19%	19%	*	*	*	25%	28%	19%	*	22%	22%
	2010	15%	13%	10%	46%	46%	*	*	*	39%	45%	28%	*	41%	41%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	94%	98%	85%	85%	*	*	*	86%	85%	91%	*	86%	86%
	2010	92%	93%	96%	73%	73%	*	*	*	80%	73%	91%	*	77%	77%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	14%	8%	17%	17%	*	*	*	19%	18%	22%	*	18%	18%
	2010	14%	14%	9%	32%	32%	*	*	*	29%	29%	30%	*	30%	30%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	93%	97%	94%	94%	*	*	*	91%	94%	84%	*	93%	93%
	2010	92%	92%	95%	84%	84%	*	*	*	83%	79%	91%	*	84%	84%
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2011	11%	9%	7%	*	*	*	*	*	27%	*	27%	*	27%	26%
	2010	10%	8%	7%	*	*	*	*	*	30%	*	30%	*	30%	29%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	94%	95%	97%	*	*	*	*	*	86%	*	86%	*	86%	87%
	2010	95%	96%	96%	*	*	*	*	*	80%	*	80%	*	80%	80%
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
	2011	20%	19%	17%	*	*	*	*	*	40%	*	40%	*	40%	39%
	2010	20%	19%	16%	*	*	*	*	*	39%	*	39%	*	39%	38%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	88%	89%	92%	*	*	*	*	*	77%	*	77%	*	77%	77%
	2010	88%	89%	92%	*	*	*	*	*	80%	*	80%	*	80%	80%

Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report

District Name: DENTON ISD 2010-11 District Performance Report

District #: 061901 For Current Year LEP Students

Indicator:		State	Region 11	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	46%	53%	37%	37%	*	*	*	41%	47%	39%	*	40%	40%
	2010	50%	48%	53%	24%	24%	*	*	*	44%	29%	47%	60%	42%	42%
Mathematics	2011	42%	40%	43%	48%	48%	*	*	*	35%	75%	31%	60%	37%	37%
	2010	45%	43%	52%	47%	47%	*	*	*	42%	46%	42%	13%	43%	42%
English Language Learners Progress Indicator															
2010-11		80%	82%	86%	76%	75%	83%	97%	*	86%	89%	85%	85%	83%	83%
2009-10		79%	82%	85%	74%	73%	*	88%	*	85%	86%	85%	92%	82%	82%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'#' The $0.171 includes 214 districts with an Interest and Sinking (I & S) tax rate of $0.000.
Among districts with I & S tax rates, the state average is $0.216.
'@@' Not used for School Funding calculations.
'**' Function 81, for charter schools only, is included in the Central Administration Total Operating Expenditure.
'+' For this district, state revenue includes $6,596,014 from the State Fiscal Stabilization Fund, distributed under the Federal American Recovery and Reinvestment Act.
'***' For more details on this Chapter 44 measure, please go to http://www.tea.state.tx.us/index4.aspx?id=3881.

Denton Independent School District

District Improvement Plan

2010-2011

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with the home and community
Is to provide the best educational opportunities in a challenging yet supportive environment
Where individuals and cultural diversity are respected so that our students become knowledgeable and responsible citizens who are capable of life-long learning and who have developed the necessary skills to contribute productively to a complex and ever-changing world.

Denton ISD

District Improvement Plan
2010-2013

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Denton Independent School District
Codified Goals

Approved April 8, 2008

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

a. develop a culture where learning is our first priority

b. remain committed to providing equitable and outstanding opportunities for every student on every campus

c. establish goals for individual campuses that incorporate both measurable and intangible factors

d. develop a budget focused on student and professional learning

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

a. cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all stud

b. expect full curriculum implementation on each campus by instructional leaders

c. establish quality staff development programs and promote professional learning communities

d. strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility

e. stay abreast of and incorporate best practices into teaching, learning and leadership

f. advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates

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

a. celebrate and respect the diversity in our Denton ISD Community.

b. promote and nourish a safe learning and working environment which is supportive, cooperative, and ensures open communication.

c. establish a high expectation level for success for all students, staff, parents, and community

d. instill in students a love of life-long learning

e. motivate and prepare students to embrace their full responsibilities as active citizens of their community, nation, and world

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

a. foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students

b. work continuously with the community in planning and facility development

c. utilize citizens' advisory committees to focus on short and long-term tasks

d. provide support services and promote health, wellness and safety for students and families

e. establish and promote programs to develop and enhance parenting skills and participation in the schools

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

a. develop and expect a consistently high level of, and respect for, professional performance by all staff

b. recruit, select, and employ teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions

c. maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence

d. encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area

e. promote health and wellness in the workforce

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

a. review and adjust policies and procedures effectively to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community

b. create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community

c. be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures

d. work continuously with our community to adjust and enhance district goals as appropriate

T E X A S E D U C A T I O N A G E N C Y

Section I
District Name: DENTON ISD
District #: 061901

Academic Excellence Indicator System
2009-10 District Performance
2010 Accountability Rating: Recognized

Gold Performance Acknowledgments: Commended on Social Studies

At Risk	Indicator:		State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
	TAKS Met 2010 Standard Grade 3 (English)														
	Reading	2010	92%	92%	97%	95%	93%	98%	> 99%	> 99%	96%	98%	90%	93%	90%
92%		2009	90%	91%	94%	89%	88%	98%	> 99%	98%	93%	96%	83%	87%	87%
87%															
	Mathematics	2010	87%	87%	93%	87%	87%	96%	92%	> 99%	94%	92%	82%	87%	85%
86%		2009	85%	85%	91%	83%	84%	94%	> 99%	96%	91%	91%	74%	82%	82%
81%															
	All Tests	2010	84%	84%	92%	85%	85%	95%	92%	> 99%	92%	92%	79%	85%	83%
83%		2009	81%	82%	89%	78%	80%	93%	> 99%	96%	88%	89%	70%	78%	79%
77%															
	TAKS Met 2010 Standard Grade 3 (Spanish)														
	Reading	2010	85%	85%	88%	*	88%	*	*	*	88%	88%	63%	88%	88%
88%		2009	84%	82%	81%	*	81%	*	*	*	74%	90%	57%	81%	81%
81%															
	Mathematics	2010	74%	73%	78%	*	78%	*	*	*	82%	75%	44%	78%	78%
78%		2009	71%	67%	72%	*	72%	*	*	*	72%	73%	43%	72%	72%
72%															
	All Tests	2010	75%	76%	77%	*	78%	*	*	*	81%	75%	44%	77%	77%
77%		2009	70%	68%	67%	*	67%	*	*	*	64%	72%	33%	67%	67%
67%															
	TAKS Met 2010 Standard Grade 4 (English)														
	Reading	2010	86%	87%	91%	86%	84%	95%	86%	98%	90%	92%	78%	84%	75%
77%		2009	85%	86%	89%	84%	79%	94%	90%	89%	88%	90%	73%	79%	69%
75%															
	Mathematics	2010	89%	88%	93%	84%	89%	96%	> 99%	98%	92%	93%	81%	86%	86%
86%		2009	87%	86%	90%	86%	83%	94%	> 99%	84%	89%	91%	74%	83%	82%
77%															
	Writing	2010	92%	91%	94%	93%	89%	95%	> 99%	98%	90%	96%	82%	90%	86%
85%		2009	91%	91%	92%	93%	89%	93%	> 99%	97%	89%	95%	78%	87%	84%
84%															
	All Tests	2010	79%	79%	83%	74%	74%	89%	88%	93%	81%	86%	65%	72%	67%
67%		2009	76%	77%	80%	75%	67%	87%	90%	78%	77%	84%	55%	66%	57%
59%															
	TAKS Met 2010 Standard Grade 4 (Spanish)														
	Reading	2010	83%	73%	82%	*	82%	*	*	*	83%	81%	*	82%	82%
82%		2009	80%	70%	67%	*	67%	*	*	*	58%	74%	20%	68%	67%
67%															
	Mathematics	2010	73%	61%	69%	*	69%	*	*	*	79%	55%	*	69%	69%
69%		2009	70%	56%	74%	*	74%	*	*	*	82%	68%	40%	74%	74%
74%															
	Writing	2010	94%	93%	97%	*	97%	*	*	*	96%	> 99%	80%	97%	97%
97%		2009	92%	88%	86%	*	86%	*	*	*	73%	96%	33%	85%	86%
86%															
	All Tests	2010	73%	65%	70%	*	70%	*	*	*	74%	63%	40%	69%	69%
70%		2009	68%	58%	61%	*	61%	*	*	*	59%	62%	17%	62%	61%
61%															
	TAKS Met 2010 Standard Grade 5 (English) First Administration Only														
	Reading	2010	86%	87%	91%	87%	79%	96%	> 99%	95%	89%	92%	74%	80%	54%
70%		2009	83%	85%	88%	86%	74%	94%	90%	94%	86%	90%	77%	75%	

51%	70%												
Mathematics	2010	86%	87%	92%	88%	84%	96%	> 99%	95%	92%	92%	75%	85%
72%	77%												
	2009	84%	83%	89%	79%	79%	94%	90%	97%	88%	89%	79%	79%
69%	74%												
Science	2010	88%	89%	92%	87%	82%	97%	> 99%	92%	94%	90%	75%	85%
66%	77%												
	2009	85%	86%	89%	80%	76%	96%	89%	97%	91%	86%	81%	76%
59%	72%												
All Tests	2010	76%	78%	84%	74%	70%	91%	> 99%	84%	84%	83%	56%	70%
46%	56%												
	2009	72%	73%	79%	70%	60%	89%	90%	92%	78%	79%	61%	61%
37%	54%												

TAKS Met 2010 Standard
Grade 5 (Spanish) First Administration Only

Reading	2010	74%	70%	56%	*	56%	*	*	*	45%	63%	*	56%
56%	56%												
	2009	69%	65%	69%	*	69%	*	*	*	58%	79%	*	68%
69%	69%												
Mathematics	2010	45%	40%	40%	*	40%	*	*	*	22%	55%	*	40%
40%	40%												
	2009	46%	46%	26%	*	26%	*	*	*	< 1%	56%	*	28%
26%	26%												
Science	2010	52%	43%	38%	*	38%	*	*	*	*	33%	*	38%
38%	38%												
	2009	44%	41%	20%	*	20%	*	*	*	< 1%	43%	*	21%
20%	20%												
All Tests	2010	55%	55%	32%	*	32%	*	*	*	27%	35%	*	32%
32%	32%												
	2009	48%	42%	33%	*	33%	*	*	*	15%	50%	*	35%
33%	33%												

TAKS Met 2010 Standard
Grade 6

Reading	2010	86%	88%	89%	85%	78%	95%	> 99%	94%	87%	91%	76%	79%
53%	68%												
	2009	86%	88%	90%	85%	81%	95%	> 99%	95%	89%	90%	77%	80%
67%	75%												
Mathematics	2010	83%	85%	88%	78%	77%	95%	> 99%	> 99%	88%	88%	77%	78%
62%	67%												
	2009	81%	82%	79%	64%	67%	88%	67%	98%	79%	80%	50%	66%
48%	57%												
All Tests	2010	77%	79%	82%	72%	67%	92%	> 99%	94%	80%	85%	66%	68%
41%	54%												
	2009	75%	78%	76%	62%	61%	86%	67%	95%	76%	76%	49%	60%
39%	50%												

TAKS Met 2010 Standard
Grade 7

Reading	2010	86%	88%	91%	89%	83%	96%	86%	93%	90%	92%	76%	83%
71%	78%												
	2009	85%	87%	90%	84%	82%	95%	> 99%	97%	88%	91%	57%	80%
61%	75%												
Mathematics	2010	82%	82%	86%	75%	78%	92%	86%	98%	87%	84%	56%	76%
63%	66%												
	2009	80%	81%	86%	71%	80%	91%	91%	97%	86%	85%	61%	76%
64%	69%												
Writing	2010	95%	95%	97%	97%	95%	98%	86%	> 99%	95%	99%	90%	95%
90%	93%												
	2009	93%	94%	96%	92%	93%	97%	> 99%	> 99%	94%	97%	82%	92%
86%	90%												
All Tests	2010	75%	77%	82%	74%	70%	89%	57%	93%	82%	82%	53%	69%
51%	58%												
	2009	73%	75%	79%	66%	67%	87%	92%	95%	78%	80%	39%	65%
41%	56%												

TAKS Met 2010 Standard
Grade 8 First Administration Only

Reading	2010	91%	92%	94%	91%	89%	97%	> 99%	98%	92%	96%	74%	89%
70%	83%												
	2009	88%	89%	90%	91%	81%	94%	93%	93%	88%	91%	72%	82%
62%	76%												
Mathematics	2010	81%	82%	85%	76%	77%	91%	77%	98%	85%	85%	59%	75%
62%	65%												
	2009	80%	82%	82%	72%	73%	88%	87%	90%	82%	81%	48%	71%
57%	60%												
Science	2010	78%	80%	83%	77%	70%	90%	> 99%	95%	84%	82%	54%	71%
43%	59%												
	2009	73%	76%	77%	67%	62%	87%	87%	93%	80%	75%	52%	61%
33%	49%												
Soc Studies	2010	95%	96%	97%	98%	94%	99%	> 99%	98%	97%	98%	93%	95%
89%	93%												
	2009	92%	93%	96%	96%	91%	98%	93%	97%	96%	96%	85%	92%
81%	89%												
All Tests	2010	70%	73%	76%	67%	61%	85%	77%	90%	76%	76%	41%	60%
32%	46%												
	2009	65%	69%	69%	56%	51%	80%	87%	90%	70%	68%	36%	51%
22%	36%												

TAKS Met 2010 Standard
Grade 9

Reading	2010	92%	94%	94%	91%	90%	98%	> 99%	97%	93%	96%	73%	91%
76%	86%												
	2009	88%	90%	92%	91%	85%	96%	88%	98%	91%	93%	67%	86%
65%	84%												
Mathematics	2010	72%	75%	78%	69%	66%	85%	92%	94%	78%	77%	39%	68%
49%	51%												
	2009	69%	71%	69%	56%	59%	77%	88%	89%	70%	69%	32%	59%
39%	46%												
All Tests	2010	71%	74%	77%	66%	64%	85%	92%	91%	76%	77%	40%	66%
44%	50%												
	2009	67%	70%	68%	54%	57%	76%	75%	88%	68%	68%	31%	57%
35%	45%												

TAKS Met 2010 Standard
Grade 10

Eng Lang Arts	2010	91%	92%	94%	91%	87%	97%	> 99%	98%	92%	95%	67%	88%
71%	84%												
	2009	88%	89%	90%	84%	82%	95%	> 99%	95%	88%	92%	56%	80%
57%	79%												
Mathematics	2010	75%	76%	79%	70%	65%	87%	> 99%	90%	77%	80%	31%	67%
36%	49%												
	2009	67%	68%	70%	52%	55%	79%	83%	95%	70%	69%	19%	54%
33%	39%												
Science	2010	75%	78%	81%	72%	64%	91%	86%	90%	82%	80%	48%	67%
30%	53%												
	2009	67%	71%	74%	55%	53%	87%	83%	87%	78%	70%	31%	51%
19%	42%												
Soc Studies	2010	93%	94%	94%	91%	90%	97%	> 99%	96%	93%	95%	59%	89%
68%	81%												
	2009	91%	92%	94%	90%	87%	98%	83%	95%	94%	93%	71%	86%
64%	84%												
All Tests	2010	66%	68%	70%	59%	52%	81%	86%	79%	68%	71%	22%	53%
21%	36%												
	2009	56%	60%	61%	39%	42%	74%	83%	83%	62%	61%	13%	41%
16%	26%												

TAKS Met 2010 Standard
^ Grade 11

Eng Lang Arts	2010	93%	95%	95%	94%	91%	97%	90%	> 99%	93%	98%	73%	91%
74%	89%												
	2009	93%	94%	94%	93%	87%	98%	86%	> 99%	93%	95%	67%	88%
67%	88%												
Mathematics	2010	89%	90%	90%	81%	82%	95%	> 99%	97%	91%	90%	59%	81%
62%	77%												
	2009	82%	84%	83%	74%	70%	91%	71%	96%	85%	81%	53%	71%
41%	64%												
Science	2010	92%	93%	91%	88%	79%	98%	89%	94%	92%	90%	68%	81%
48%	79%												
	2009	86%	87%	87%	83%	73%	94%	71%	88%	89%	84%	58%	74%
45%	71%												
Soc Studies	2010	98%	98%	98%	99%	96%	99%	> 99%	97%	99%	98%	91%	96%
89%	96%												
	2009	97%	98%	97%	95%	91%	> 99%	> 99%	> 99%	97%	96%	81%	91%
79%	92%												
All Tests	2010	83%	85%	84%	76%	68%	93%	90%	94%	84%	84%	45%	69%
35%	64%												
	2009	76%	79%	78%	68%	61%	88%	71%	88%	80%	76%	45%	63%
30%	55%												

TAKS Met 2010 Standard (Sum of All Grades Tested)
(Standard Accountability Indicator)

Reading/ELA	2010	90%	91%	94%	92%	87%	97%	96%	97%	92%	95%	78%	88%
76%	84%												
	2009	88%	89%	91%	88%	83%	96%	95%	96%	90%	93%	71%	83%
71%	81%												
Mathematics	2010	84%	85%	88%	81%	80%	93%	96%	97%	88%	88%	65%	80%
71%	73%												
	2009	80%	82%	84%	72%	75%	90%	87%	94%	84%	83%	58%	74%
65%	66%												
Writing	2010	93%	93%	95%	95%	92%	97%	93%	99%	93%	98%	86%	93%
89%	91%												
	2009	92%	92%	94%	93%	90%	95%	> 99%	99%	91%	96%	78%	89%
85%	87%												
Science	2010	83%	85%	87%	81%	73%	94%	95%	92%	88%	85%	62%	76%
49%	67%												
	2009	78%	80%	82%	71%	66%	91%	84%	91%	84%	79%	57%	66%
42%	59%												
Soc Studies	2010	95%	96%	97%	96%	93%	98%	> 99%	97%	96%	97%	81%	93%
83%	91%												
	2009	93%	94%	95%	93%	90%	99%	93%	97%	96%	95%	78%	90%
76%	89%												
All Tests	2010	77%	78%	82%	74%	69%	90%	90%	92%	82%	83%	55%	70%
55%	60%												
	2009	72%	74%	77%	64%	63%	86%	85%	90%	77%	77%	47%	62%
48%	53%												

TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)

Reading/ELA	2010	96%	96%	97%	97%	95%	99%	98%	> 99%	97%	98%	89%	95%
89%	93%												
	2009	95%	96%	97%	95%	93%	99%	99%	99%	96%	97%	84%	93%
87%	92%												

Mathematics	2010	91%	91%	93%	89%	87%	97%	97%	99%	93%	93%	74%	87%
79%	81%												
	2009	88%	88%	91%	83%	84%	95%	94%	97%	90%	91%	69%	83%
75%	78%												
Writing	2010	97%	97%	98%	99%	97%	99%	93%	> 99%	97%	99%	93%	97%
96%	96%												
	2009	96%	96%	97%	95%	95%	99%	> 99%	> 99%	96%	98%	87%	95%
92%	93%												
Science	2010	92%	93%	94%	92%	87%	98%	98%	97%	94%	93%	75%	88%
68%	83%												
	2009	83%	85%	86%	78%	72%	93%	84%	95%	87%	84%	64%	72%
49%	67%												
Soc Studies	2010	99%	99%	99%	99%	98%	99%	> 99%	98%	99%	99%	89%	98%
93%	97%												
	2009	98%	98%	98%	98%	96%	> 99%	96%	> 99%	99%	98%	88%	96%
91%	96%												
All Tests	2010	88%	88%	91%	86%	83%	96%	95%	98%	91%	91%	68%	84%
72%	76%												
	2009	82%	84%	86%	77%	75%	92%	92%	96%	86%	86%	60%	75%
63%	69%												

TAKS Commended Performance (Sum of All Grades Tested)

Reading/ELA	2010	33%	36%	39%	27%	24%	48%	39%	54%	35%	43%	16%	24%
14%	16%												
	2009	31%	34%	36%	24%	22%	45%	40%	55%	33%	39%	12%	21%
13%	15%												
Mathematics	2010	29%	31%	32%	19%	22%	39%	31%	56%	33%	31%	11%	20%
15%	12%												
	2009	28%	30%	31%	17%	20%	38%	29%	57%	31%	30%	12%	18%
16%	13%												
Writing	2010	33%	34%	38%	26%	26%	46%	29%	60%	32%	44%	10%	23%
13%	15%												
	2009	33%	35%	36%	30%	24%	42%	35%	57%	29%	43%	10%	21%
11%	16%												
Science	2010	28%	31%	31%	18%	17%	40%	25%	41%	34%	27%	14%	18%
6%	10%												
	2009	26%	28%	29%	14%	14%	39%	38%	47%	34%	25%	16%	15%
5%	11%												
Soc Studies	2010	47%	50%	52%	37%	35%	63%	52%	70%	56%	48%	17%	34%
10%	23%												
	2009	44%	48%	50%	36%	33%	61%	63%	63%	55%	46%	19%	31%
8%	23%												
All Tests	2010	15%	17%	18%	9%	9%	23%	19%	35%	17%	18%	4%	8%
6%	5%												
	2009	15%	16%	17%	7%	8%	22%	18%	40%	16%	18%	4%	7%
7%	5%												

TAKS-M Met 2010 Standard (Sum of All Grades Tested)

Reading/ELA	2010	85%	87%	88%	88%	89%	87%	*	86%	87%	90%	88%	87%
88%	87%												
	2009	82%	84%	86%	88%	87%	82%	*	> 99%	85%	87%	86%	84%
85%	88%												
Mathematics	2010	75%	75%	79%	75%	80%	80%	*	60%	78%	80%	79%	79%
81%	78%												
	2009	69%	69%	70%	65%	72%	71%	*	86%	69%	72%	70%	69%
75%	72%												
Writing	2010	80%	80%	87%	84%	86%	88%	*	*	88%	84%	87%	84%
88%	88%												
	2009	72%	73%	77%	87%	76%	73%	*	*	76%	79%	77%	71%
74%	79%												
Science	2010	58%	60%	58%	62%	48%	66%	*	*	55%	61%	58%	54%
47%	58%												
	2009	51%	51%	53%	45%	51%	62%	*	*	53%	53%	53%	52%
47%	53%												
Soc Studies	2010	67%	68%	68%	75%	50%	87%	*	*	63%	74%	68%	61%
58%	65%												
	2009	64%	64%	68%	59%	70%	72%	*	*	68%	69%	68%	67%
70%	71%												
All Tests	2010	64%	67%	69%	68%	66%	73%	*	57%	69%	70%	69%	67%
64%	67%												
	2009	57%	60%	59%	53%	60%	63%	*	50%	58%	61%	59%	58%
58%	60%												

TAKS-Alt Met 2010 Standard (Sum of All Grades Tested)

All Tests	2010	93%	92%	96%	98%	94%	96%	> 99%	71%	96%	95%	96%	95%
92%	*												
	2009	84%	82%	73%	68%	80%	72%	> 99%	67%	73%	74%	73%	75%
76%	*												

TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)

Reading/ELA	2010	90%	91%	93%	91%	87%	97%	96%	97%	92%	95%	83%	88%
77%	84%												
	2009	88%	89%	91%	88%	83%	95%	95%	96%	90%	92%	76%	83%
72%	81%												
Mathematics	2010	84%	85%	88%	81%	80%	93%	96%	96%	88%	88%	73%	80%
72%	73%												
	2009	80%	81%	83%	72%	74%	89%	85%	93%	83%	83%	64%	73%
66%	66%												
Writing	2010	93%	92%	95%	94%	92%	96%	94%	99%	93%	97%	87%	92%

89%	90%													
		2009	91%	91%	93%	92%	90%	94%	96%	99%	90%	96%	78%	88%
85%	86%													
Science		2010	82%	84%	86%	81%	72%	93%	95%	92%	87%	85%	64%	75%
50%	66%													
		2009	77%	79%	80%	68%	65%	90%	85%	89%	82%	78%	57%	65%
43%	58%													
Soc Studies		2010	94%	95%	96%	95%	92%	98%	97%	97%	95%	96%	79%	92%
80%	89%													
		2009	92%	93%	94%	91%	89%	98%	93%	97%	94%	94%	75%	88%
75%	88%													
All Tests		2010	76%	78%	81%	73%	69%	89%	90%	91%	81%	82%	59%	69%
55%	60%													
		2009	71%	74%	76%	62%	62%	85%	83%	89%	75%	76%	47%	61%
48%	53%													

TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)

Reading/ELA	2010	32%	35%	38%	27%	24%	47%	39%	53%	34%	42%	18%	23%
14%	17%												
Mathematics	2010	28%	30%	31%	18%	21%	38%	30%	55%	32%	30%	14%	19%
15%	12%												

2010 TAKS Participation (Grades 3-11)

Tested		98.6%	98.8%	99.1%	99.6%	98.7%	99.5%	99.0%	93.8%	99.0%	99.2%	99.3%	98.7%
95.0%	97.6%												
By Test Version													
TAKS (1 or more)		90.8%	92.0%	91.4%	86.1%	89.0%	94.0%	90.5%	91.1%	89.2%	93.7%	30.2%	86.5%
80.7%	82.3%												
Not on TAKS		7.8%	6.8%	7.7%	13.5%	9.7%	5.6%	8.6%	2.7%	9.8%	5.5%	69.1%	12.3%
14.3%	15.3%												
TAKS(Acc) Only		2.3%	2.3%	1.8%	3.0%	2.3%	1.4%	2.9%	0.5%	2.6%	1.1%	16.6%	2.6%
3.4%	4.2%												
TAKS-M Only		3.3%	2.5%	3.8%	7.5%	5.0%	2.4%	2.9%	1.2%	4.5%	3.0%	33.9%	6.5%
7.7%	8.4%												
TAKS-Alt Only		0.8%	0.8%	0.7%	1.0%	0.7%	0.7%	1.9%	0.5%	0.9%	0.6%	6.7%	1.0%
0.6%	0.0%												
Combination		1.3%	1.3%	1.3%	2.0%	1.7%	1.0%	1.0%	0.5%	1.8%	0.8%	11.9%	2.1%
2.5%	2.7%												
By Acct Status													
Acct System		90.0%	91.4%	91.0%	86.3%	90.2%	92.7%	88.6%	89.6%	90.1%	92.0%	56.7%	86.9%
85.1%	86.0%												
Non-Acct System		8.6%	7.4%	8.1%	13.3%	8.5%	6.8%	10.5%	4.2%	8.9%	7.2%	42.7%	11.8%
9.9%	11.7%												
Mobile		4.4%	4.2%	3.6%	4.8%	2.8%	3.7%	5.7%	2.5%	3.5%	3.6%	1.9%	4.2%
1.5%	3.2%												
Non-Acct Test		4.2%	3.2%	4.5%	8.5%	5.7%	3.1%	4.8%	1.7%	5.4%	3.6%	40.7%	7.6%
8.4%	8.5%												
Not Tested		1.4%	1.2%	0.9%	0.4%	1.3%	0.5%	1.0%	6.2%	1.0%	0.8%	0.7%	1.3%
5.0%	2.4%												
Absent		0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.0%	0.0%	0.1%	0.1%	0.2%	0.1%
0.0%	0.2%												
LEP Exempt		0.9%	0.8%	0.6%	0.2%	1.1%	0.2%	1.0%	5.2%	0.7%	0.5%	0.1%	1.0%
4.7%	1.9%												
Other		0.4%	0.3%	0.2%	0.2%	0.1%	0.1%	0.0%	1.0%	0.2%	0.2%	0.3%	0.2%
0.4%	0.3%												
Total Count		3,175,337	351,912	14,816	1,840	4,282	8,178	105	404	7,488	7,324	1,650	5,875
1,847	4,486												

2009 TAKS Participation (Grades 3-11)

Tested		98.5%	98.7%	99.1%	99.8%	98.2%	99.7%	100.0%	92.2%	99.0%	99.2%	99.3%	98.5%
94.4%	97.9%												
By Test Version													
TAKS (1 or more)		90.8%	92.1%	91.2%	86.4%	88.5%	93.9%	91.2%	88.9%	89.0%	93.4%	31.7%	86.1%
80.5%	84.4%												
Not on TAKS		7.7%	6.6%	7.9%	13.4%	9.7%	5.8%	8.8%	3.4%	10.0%	5.7%	67.7%	12.3%
13.9%	13.5%												
TAKS(Acc) Only		2.3%	2.5%	2.0%	2.8%	2.4%	1.6%	4.4%	0.5%	2.7%	1.3%	16.9%	2.5%
2.9%	3.9%												
TAKS-M Only		3.3%	2.3%	3.8%	7.7%	5.1%	2.4%	2.2%	2.1%	4.7%	2.9%	32.9%	6.6%
7.6%	7.0%												
TAKS-Alt Only		0.8%	0.7%	0.7%	0.9%	0.6%	0.7%	2.2%	0.5%	0.9%	0.5%	6.1%	1.0%
0.7%	0.0%												
Combination		1.3%	1.2%	1.4%	2.0%	1.7%	1.1%	0.0%	0.3%	1.7%	1.0%	11.7%	2.1%
2.7%	2.7%												
By Acct Status													
Acct System		87.3%	88.7%	88.4%	81.9%	86.5%	91.0%	91.2%	88.1%	86.8%	90.2%	39.3%	83.6%
80.6%	83.6%												
Non-Acct System		11.2%	10.0%	10.6%	17.9%	11.7%	8.7%	8.8%	4.1%	12.2%	9.0%	60.1%	14.8%
13.8%	14.3%												
Mobile		4.7%	4.7%	3.8%	6.3%	3.1%	3.7%	2.2%	1.3%	3.5%	4.0%	1.3%	4.0%
1.5%	2.8%												
Non-Acct Test		6.4%	5.3%	6.8%	11.6%	8.6%	5.0%	6.6%	2.8%	8.7%	5.0%	58.7%	10.8%
12.3%	11.5%												
Hurricane Ike		0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
0.0%	0.0%												
Not Tested		1.5%	1.3%	0.9%	0.2%	1.8%	0.3%	0.0%	7.8%	1.0%	0.8%	0.7%	1.5%
5.6%	2.1%												
Absent		0.1%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.2%	0.1%
0.0%	0.1%												
LEP Exempt		0.9%	0.8%	0.7%	0.1%	1.6%	0.1%	0.0%	5.2%	0.8%	0.6%	0.1%	1.2%
5.0%	1.7%												
Other		0.4%	0.4%	0.2%	0.1%	0.2%	0.1%	0.0%	2.6%	0.2%	0.2%	0.4%	0.2%
0.6%	0.4%												
Hurricane Ike		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
0.0%	0.0%												
Total Count		3,132,150	347,425	14,283	1,800	4,124	7,875	91	386	7,224	7,053	1,660	5,323

1,883 5,273

TAKS Exit-Level Cumulative Pass Rate

Class of 2010	90%	91%	91%	91%	83%	95%	86%	100%	92%	90%	72%	86%
64% 83%												
Class of 2009	86%	88%	88%	83%	78%	93%	90%	93%	87%	88%	57%	79%
57% 79%												

Progress of Prior Year TAKS Failers

Percent of Failers Passing TAKS (Sum of Grades 4-11)

Reading/ELA	2010	57%	56%	60%	59%	53%	71%	> 99%	83%	58%	63%	52%	55%
44% 54%													
	2009	43%	45%	48%	48%	40%	63%	60%	63%	50%	45%	37%	42%
36% 46%													
Mathematics	2010	43%	41%	50%	46%	42%	60%	78%	46%	49%	50%	40%	42%
37% 47%													
	2009	36%	36%	40%	37%	33%	48%	50%	89%	39%	40%	27%	34%
29% 38%													

Average Vertical Scale Growth (Sum of Grades 4-8)

Reading	2010	78	79	81	76	78	86	104	130	79	85	70	79
75 78													
Mathematics	2010	70	69	76	72	72	84	94	104	75	78	76	74
73 76													

Link to: Progress of Prior Year TAKS Failers, by Grade Level

Student Success Initiative

Grade 5 Reading (English and Spanish)

Students Requiring Accelerated Instruction

2010	15%	13%	10%	13%	23%	4%	< 1%	5%	12%	9%	27%	21%
46% 32%												
2009	17%	16%	13%	14%	26%	6%	10%	6%	15%	11%	24%	25%
47% 30%												

TAKS Cumulative Met Standard (First and Second Administrations)

2010	92%	93%	96%	97%	88%	99%	> 99%	> 99%	96%	96%	88%	90%
74% 86%												
2009	90%	90%	93%	92%	85%	97%	> 99%	97%	92%	94%	84%	85%
71% 82%												

Grade 5 Mathematics (English and Spanish)

Students Requiring Accelerated Instruction

2010	14%	14%	9%	12%	18%	5%	< 1%	5%	10%	9%	26%	17%
33% 26%												
2009	16%	18%	12%	21%	23%	6%	10%	3%	13%	12%	25%	23%
35% 28%												

TAKS Cumulative Met Standard (First and Second Administrations)

2010	92%	92%	95%	94%	90%	98%	> 99%	> 99%	94%	96%	86%	91%
81% 87%												
2009	91%	90%	93%	88%	86%	98%	90%	97%	93%	94%	88%	86%
75% 83%												

Grade 8 Reading

Students Requiring Accelerated Instruction

2010	9%	8%	6%	9%	11%	4%	< 1%	3%	8%	5%	26%	11%
30% 17%												
2009	7%	7%	6%	7%	12%	4%	7%	3%	8%	5%	19%	11%
25% 14%												

TAKS Cumulative Met Standard (First and Second Administrations)

2010	95%	96%	97%	96%	92%	99%	> 99%	98%	96%	97%	85%	93%
79% 90%												
2009	89%	91%	92%	91%	85%	96%	93%	93%	91%	93%	75%	85%
68% 81%												

Grade 8 Mathematics

Students Requiring Accelerated Instruction

2010	19%	18%	15%	24%	23%	10%	23%	3%	16%	15%	41%	25%
38% 36%												
2009	20%	18%	19%	28%	28%	12%	13%	10%	18%	19%	51%	29%
43% 40%												

TAKS Cumulative Met Standard (First and Second Administrations)

2010	88%	89%	92%	86%	87%	96%	> 99%	> 99%	92%	92%	74%	86%
79% 79%												
2009	85%	87%	89%	80%	83%	93%	87%	93%	89%	88%	61%	81%
70% 73%												

English Language Learners Progress Indicator (2011 Preview)

2009-10	79%	82%	85%	92%	84%	94%	> 99%	97%	82%	87%	81%	83%
82% 83%												
2008-09	76%	79%	82%	> 99%	81%	96%	*	94%	79%	85%	76%	81%
80% 82%												

Attendance Rate

2008-09	95.6%	95.8%	95.9%	96.1%	96.1%	95.7%	95.0%	97.3%	96.0%	95.9%	95.0%	95.8%
96.8% 95.5%												
2007-08	95.5%	95.7%	96.0%	96.4%	96.3%	95.7%	95.1%	97.5%	96.2%	95.9%	95.0%	95.8%
96.8% 95.5%												

Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)

2008-09	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%	0.0%	0.0%	0.1%	0.3%	0.0%	0.3%
0.0% 0.1%												
2007-08	0.3%	0.3%	0.3%	0.5%	0.1%	0.2%	0.0%	1.2%	0.3%	0.3%	0.2%	0.3%
0.0% 0.2%												

Annual Dropout Rate (Gr 7-12)

(AEA Indicator)												
2008-09	2.0%	1.9%	0.5%	0.9%	0.5%	0.4%	0.0%	0.4%	0.5%	0.4%	0.8%	0.5%
0.4%	0.8%											
2007-08	2.2%	1.8%	0.3%	0.4%	0.1%	0.3%	0.0%	0.9%	0.3%	0.3%	0.4%	0.2%
0.2%	0.2%											
Annual Dropout Rate (Gr 9-12)												
2008-09	2.9%	2.7%	0.7%	1.2%	0.6%	0.5%	0.0%	0.6%	0.8%	0.5%	1.3%	0.6%
0.8%	1.1%											
2007-08	3.2%	2.5%	0.3%	0.4%	0.1%	0.3%	0.0%	0.7%	0.3%	0.2%	0.5%	0.1%
0.4%	0.3%											
4-Year Completion Rate (Gr 9-12)												
Class of 2009												
Graduated	80.6%	84.2%	91.8%	93.4%	84.5%	94.1%	100.0%	100.0%	88.9%	94.6%	83.9%	89.5%
78.6%	85.5%											
Received GED	1.4%	1.2%	0.3%	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%	0.0%	0.8%	0.0%
0.0%	0.0%											
Continued HS	8.6%	6.5%	6.6%	5.3%	14.8%	3.7%	0.0%	0.0%	8.7%	4.5%	12.9%	8.6%
17.9%	11.9%											
Dropped Out	9.4%	8.1%	1.3%	1.3%	0.7%	1.7%	0.0%	0.0%	1.8%	0.9%	2.4%	1.9%
3.6%	2.6%											
Class of 2008												
Graduated	79.1%	83.3%	91.8%	87.0%	86.2%	94.5%	75.0%	95.7%	90.5%	93.0%	84.2%	89.0%
86.4%	83.6%											
Received GED	1.5%	1.2%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%
0.0%	0.2%											
Continued HS	8.9%	7.5%	7.1%	12.2%	12.4%	4.5%	25.0%	4.3%	8.5%	6.0%	14.3%	8.9%
13.6%	14.7%											
Dropped Out	10.5%	7.9%	0.9%	0.8%	1.4%	0.9%	0.0%	0.0%	0.8%	1.1%	1.5%	2.1%
0.0%	1.4%											
5-Year Extended Completion Rate (Gr 9-12)												
Class of 2008												
Graduated	83.4%	87.0%	96.8%	94.8%	96.0%	97.4%	100.0%	95.7%	97.0%	96.6%	90.8%	94.8%
100.0%	94.6%											
Received GED	2.1%	1.7%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%
0.0%	0.3%											
Continued HS	2.4%	1.5%	1.5%	1.7%	1.5%	1.5%	0.0%	0.0%	1.5%	1.4%	6.9%	3.0%
0.0%	2.0%											
Dropped Out	12.2%	9.8%	1.7%	3.4%	2.5%	1.0%	0.0%	4.3%	1.3%	2.0%	2.3%	2.2%
0.0%	3.1%											
Completion Rate II (Graduates, Continuers, and GED) (AEA Indicator)												
Class of 2009	90.6%	91.9%	98.7%	98.7%	99.3%	98.3%	100.0%	100.0%	98.2%	99.1%	97.6%	98.1%
96.4%	97.4%											
Class of 2008	89.5%	92.1%	99.1%	99.2%	98.6%	99.1%	100.0%	100.0%	99.2%	98.9%	98.5%	97.9%
100.0%	98.6%											
Completion Rate I (Graduates and Continuers) (Standard Accountability Indicator)												
Class of 2009	89.2%	90.7%	98.4%	98.7%	99.3%	97.8%	100.0%	100.0%	97.7%	99.1%	96.8%	98.1%
96.4%	97.4%											
Class of 2008	88.0%	90.8%	99.0%	99.2%	98.6%	99.0%	100.0%	100.0%	99.0%	98.9%	98.5%	97.9%
100.0%	98.3%											
COLLEGE READINESS INDICATORS												
Advanced Course/Dual Enrollment Completion												
2008-09	24.6%	25.1%	27.7%	17.1%	18.4%	34.3%	43.8%	43.9%	25.1%	30.5%	6.9%	15.7%
13.2%	14.0%											
2007-08	23.1%	24.1%	28.4%	15.9%	16.6%	36.0%	30.3%	53.4%	25.2%	31.5%	6.0%	13.5%
14.8%	15.9%											
RHSP/DAP Graduates												
Class of 2009	82.5%	82.1%	86.2%	77.6%	90.1%	86.1%	100.0%	96.6%	83.5%	88.8%	19.1%	80.7%
77.6%	75.1%											
Class of 2008	81.4%	82.2%	83.8%	74.1%	73.8%	87.8%	100.0%	100.0%	79.6%	87.4%	18.3%	68.2%
43.2%	67.6%											
AP/IB Results												
Tested												
2009	21.2%	23.4%	38.7%	21.0%	26.4%	47.2%	50.0%	57.1%	33.2%	44.1%	n/a	n/a
n/a	n/a											
2008	20.9%	23.5%	36.9%	18.2%	22.3%	45.2%	43.8%	66.0%	32.1%	41.2%	n/a	n/a
n/a	n/a											
Examinees >= Criterion												
2009	51.2%	56.0%	39.5%	14.8%	35.5%	41.7%	50.0%	62.5%	39.8%	39.3%	n/a	n/a
n/a	n/a											
2008	50.1%	53.8%	45.7%	21.7%	54.9%	45.0%	28.6%	66.7%	43.3%	47.5%	n/a	n/a
n/a	n/a											
Scores >= Criterion												
2009	47.4%	50.1%	27.3%	12.4%	22.7%	29.1%	36.8%	34.8%	28.5%	26.4%	n/a	n/a
n/a	n/a											
2008	46.0%	46.2%	30.5%	14.0%	34.3%	29.7%	11.1%	49.5%	30.4%	30.6%	n/a	n/a
n/a	n/a											
Texas Success Initiative (TSI) - Higher Education Readiness Component												
Eng Lang Arts 2010	60%	64%	62%	54%	48%	70%	89%	67%	56%	68%	28%	46%
22%	44%											
2009	63%	68%	61%	56%	44%	70%	57%	68%	57%	65%	18%	45%
9%	38%											
Mathematics 2010	66%	68%	66%	49%	49%	77%	75%	97%	71%	63%	19%	49%
24%	41%											
2009	62%	65%	63%	48%	47%	72%	71%	88%	63%	62%	22%	46%
27%	32%											
SAT/ACT Results												
Tested												
Class of 2009	61.5%	61.6%	58.4%	69.0%	39.1%	62.4%	66.7%	79.3%	54.3%	62.3%	n/a	n/a
n/a	n/a											
Class of 2008	65.0%	65.1%	66.4%	69.0%	45.3%	70.1%	66.7%	?	62.4%	69.6%	n/a	n/a
n/a	n/a											
At/Above Criterion												

Class of 2009	26.9%	33.9%	29.8%	5.7%	12.2%	38.9%	33.3%	43.5%	34.9%	25.6%	n/a	n/a
n/a n/a												
Class of 2008	27.2%	33.6%	32.5%	5.0%	20.5%	36.2%	*	73.9%	33.6%	31.7%	n/a	n/a
n/a n/a												
Average SAT Score												
Class of 2009	985	1021	1012	884	905	1057	1003	1008	1032	993	n/a	n/a
n/a n/a												
Class of 2008	987	1019	1028	892	964	1041	*	1225	1046	1015	n/a	n/a
n/a n/a												
Average ACT Score												
Class of 2009	20.5	21.8	20.8	16.6	18.7	22.6	*	21.7	21.2	20.4	n/a	n/a
n/a n/a												
Class of 2008	20.5	21.6	20.7	17.4	19.8	21.7	*	*	20.7	20.7	n/a	n/a
n/a n/a												
College-Ready Graduates												
Eng Lang Arts												
Class of 2009	62%	65%	61%	49%	43%	70%	63%	69%	58%	63%	20%	41%
17% 36%												
Class of 2008	59%	62%	56%	30%	41%	62%	83%	82%	53%	58%	13%	34%
4% 31%												
Mathematics												
Class of 2009	60%	63%	59%	33%	48%	67%	75%	77%	63%	55%	< 1%	45%
23% 24%												
Class of 2008	58%	61%	60%	31%	49%	66%	67%	95%	67%	54%	20%	43%
22% 29%												
Both Subjects												
Class of 2009	47%	51%	46%	24%	30%	55%	63%	65%	46%	45%	< 1%	27%
11% 11%												
Class of 2008	44%	48%	45%	16%	33%	51%	67%	82%	47%	43%	8%	24%
5% 17%												

T E X A S E D U C A T I O N A G E N C Y Section II

District Name: DENTON ISD
County Name: DENTON
District #: 061901

Academic Excellence Indicator System
2009-10 District Profile

STUDENT INFORMATION

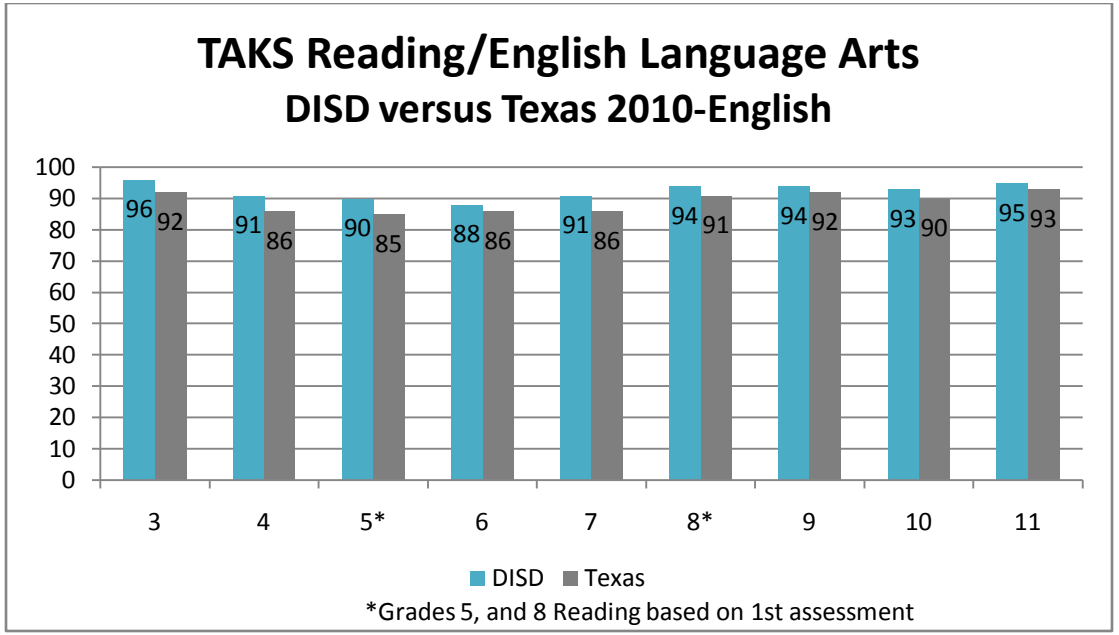
		District Count	District Percent	State Count	State Percent
Total Students:		22,557	100.0%	4,824,778	100.0%
Students By Grade:	Early Childhood Education	13	0.1%	13,290	0.3%
	Pre-Kindergarten	375	1.7%	213,393	4.4%
	Kindergarten	1,993	8.8%	369,079	7.6%
	Grade 1	2,030	9.0%	383,388	7.9%
	Grade 2	1,989	8.8%	374,350	7.8%
	Grade 3	1,896	8.4%	373,329	7.7%
	Grade 4	1,864	8.3%	367,837	7.6%
	Grade 5	1,736	7.7%	361,103	7.5%
	Grade 6	1,684	7.5%	352,226	7.3%
	Grade 7	1,651	7.3%	351,046	7.3%
	Grade 8	1,641	7.3%	346,099	7.2%
	Grade 9	1,722	7.6%	391,800	8.1%
	Grade 10	1,421	6.3%	334,556	6.9%
	Grade 11	1,320	5.9%	309,658	6.4%
	Grade 12	1,222	5.4%	283,624	5.9%
Ethnic Distribution:	African American	2,737	12.1%	676,523	14.0%
	Hispanic	6,678	29.6%	2,342,680	48.6%
	White	12,370	54.8%	1,607,212	33.3%
	Native American	164	0.7%	18,890	0.4%
	Asian/Pacific Islander	608	2.7%	179,473	3.7%
Economically Disadvantaged		8,951	39.7%	2,848,067	59.0%
Limited English Proficient (LEP)		3,255	14.4%	815,998	16.9%
Students w/Disciplinary Placements (2008-09)		2,171	9.2%	657,011	13.4%
At-Risk		6,935	30.7%	2,275,895	47.2%
Graduates (Class of 2009):					
Total Graduates		1,081	100.0%	264,275	100.0%
By Ethnicity (incl. Special Ed.):					
	African American	152	14.1%	35,982	13.6%
	Hispanic	253	23.4%	104,854	39.7%
	White	638	59.0%	112,016	42.4%
	Native American	9	0.8%	961	0.4%
	Asian/Pacific Islander	29	2.7%	10,462	4.0%
By Graduation Type (incl. Special Ed.):					
	Minimum H.S. Program	149	13.8%	46,313	17.5%
	Recommended H.S. Pgm./DAP	932	86.2%	217,962	82.5%
Special Education Graduates		110	10.2%	25,929	9.8%

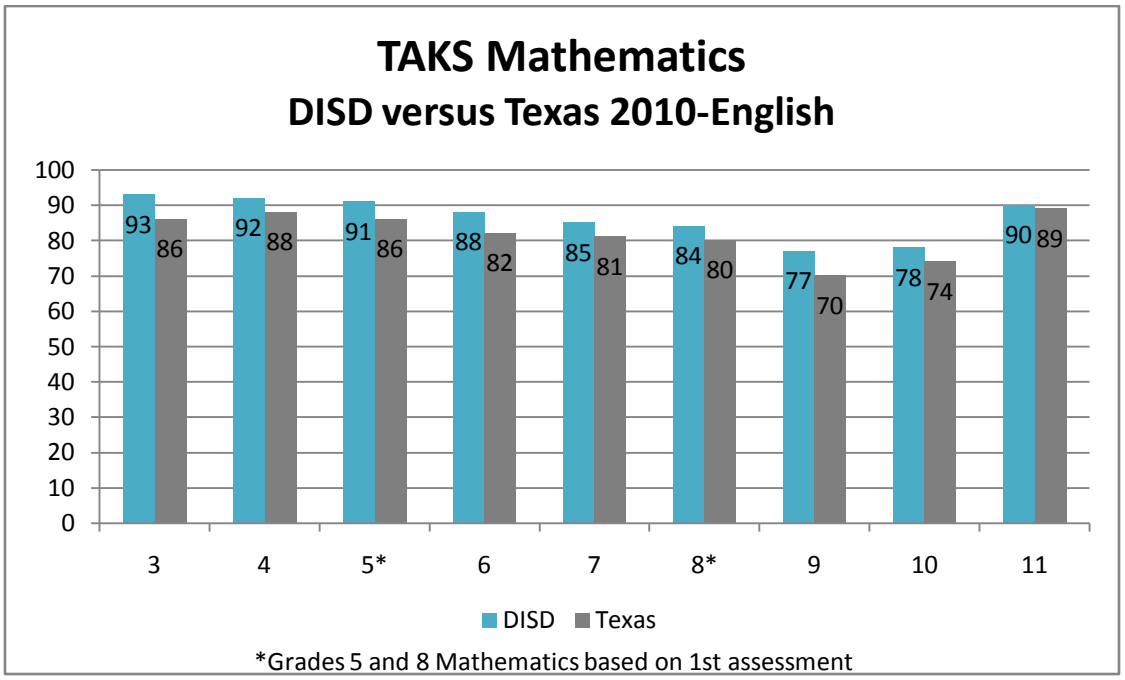
		Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: District	Special Education Rates: State
Retention Rates By Grade:	Kindergarten	1.9%	2.4%	11.3%	11.8%
	Grade 1	1.9%	5.3%	5.9%	9.7%
	Grade 2	1.4%	3.0%	3.6%	4.2%
	Grade 3	0.5%	2.3%	1.4%	2.4%
	Grade 4	0.3%	1.2%	0.5%	1.0%
	Grade 5	0.3%	1.7%	2.1%	1.7%
	Grade 6	0.1%	0.8%	1.3%	1.3%
	Grade 7	0.0%	1.2%	1.6%	1.8%
	Grade 8	0.2%	1.4%	4.9%	2.5%

		District Count	District Percent	State Count	State Percent

Denton Independent School District
District Improvement Plan

NEEDS ASSESSMENT


TAKS Reading/English Language Arts
DISD versus Texas 2010-English
100
90
80
70
60
50
40
30
20
10
0
96 92
91 86
90 85
88 86
91 86
94 91
94 92
93 90
95 93
3
4
5*
6
7
8*
9
10
11
DISD
Texas
*Grades 5, and 8 Reading based on 1st assessment


TAKS Mathematics
DISD versus Texas 2010-English
100
90
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60
50
40
30
20
10
0
93 86
92 88
91 86
88 82
85 81
84 80
77 70
78 74
90 89
3
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5*
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8*
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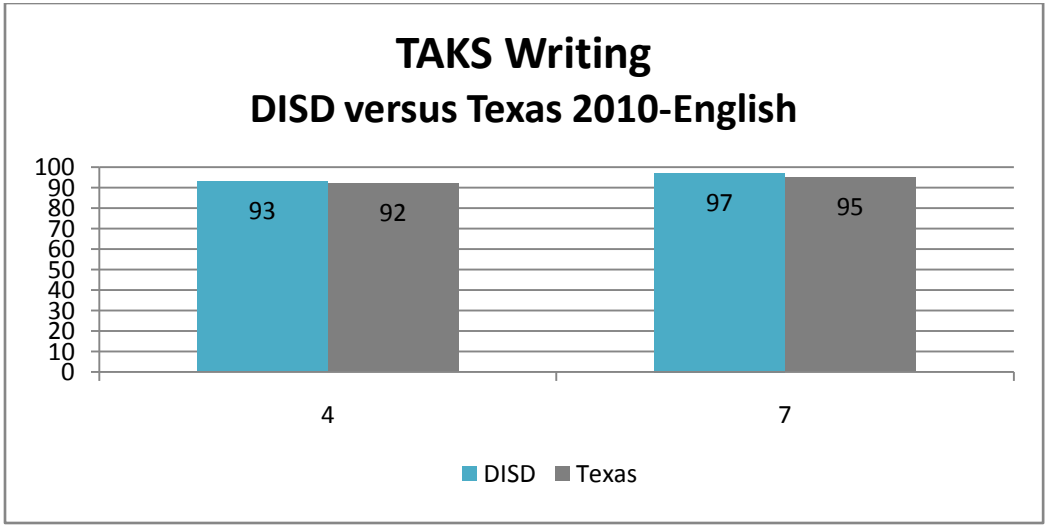
10
11
DISD
Texas
*Grades 5 and 8 Mathematics based on 1st assessment


TAKS Writing
DISD versus Texas 2010-English
100
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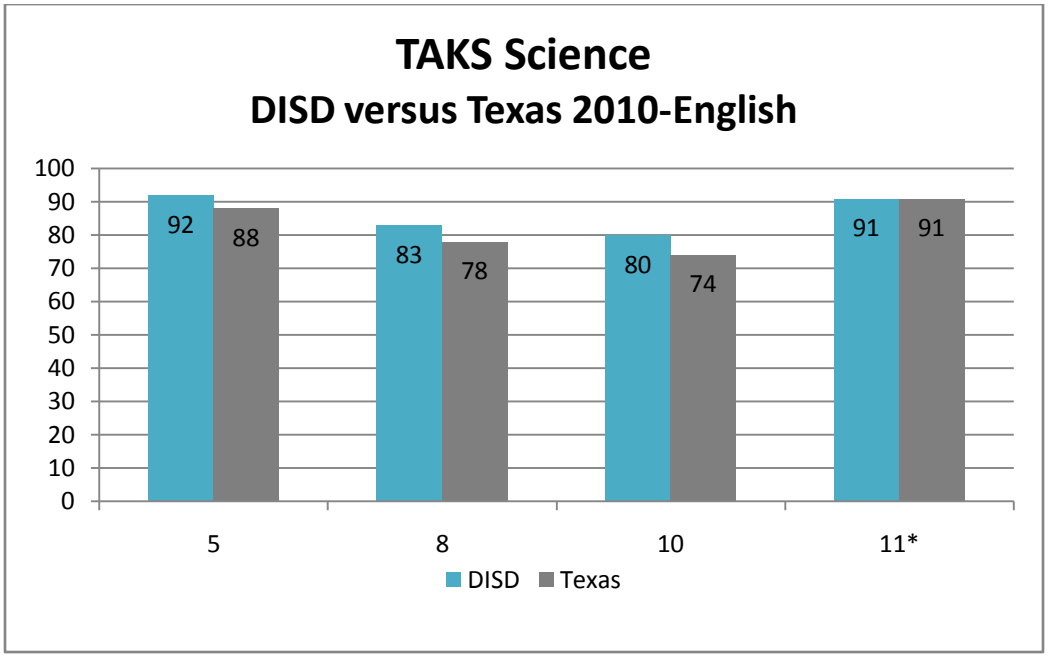
93
92
97
95
4
7
DISD
Texas


TAKS Science
DISD versus Texas 2010-English
100
90
80
70
60
50
40
30
20
10
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92
88
83
78
80
74
91
91
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8
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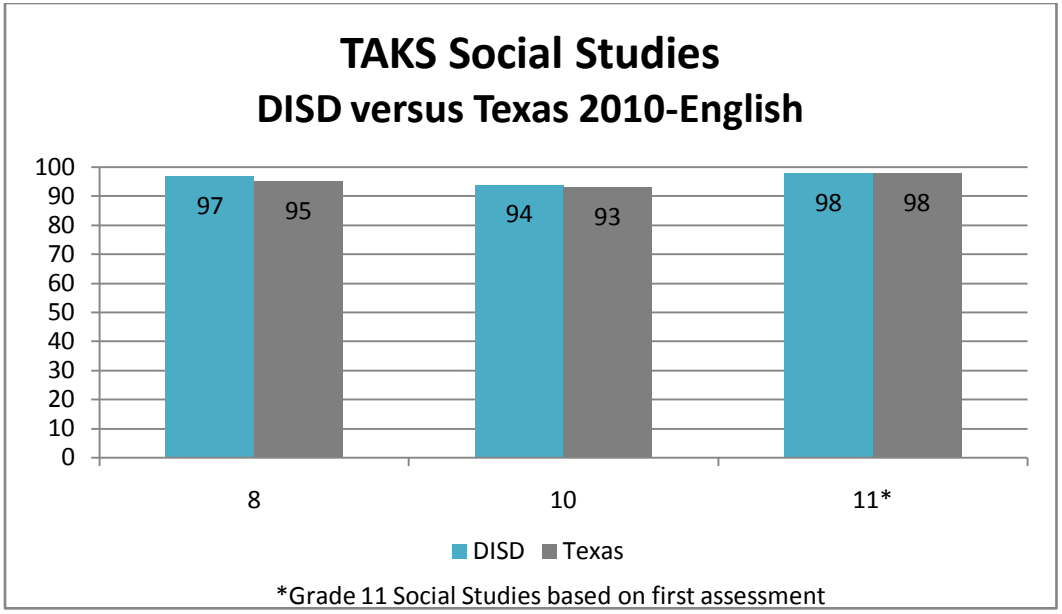
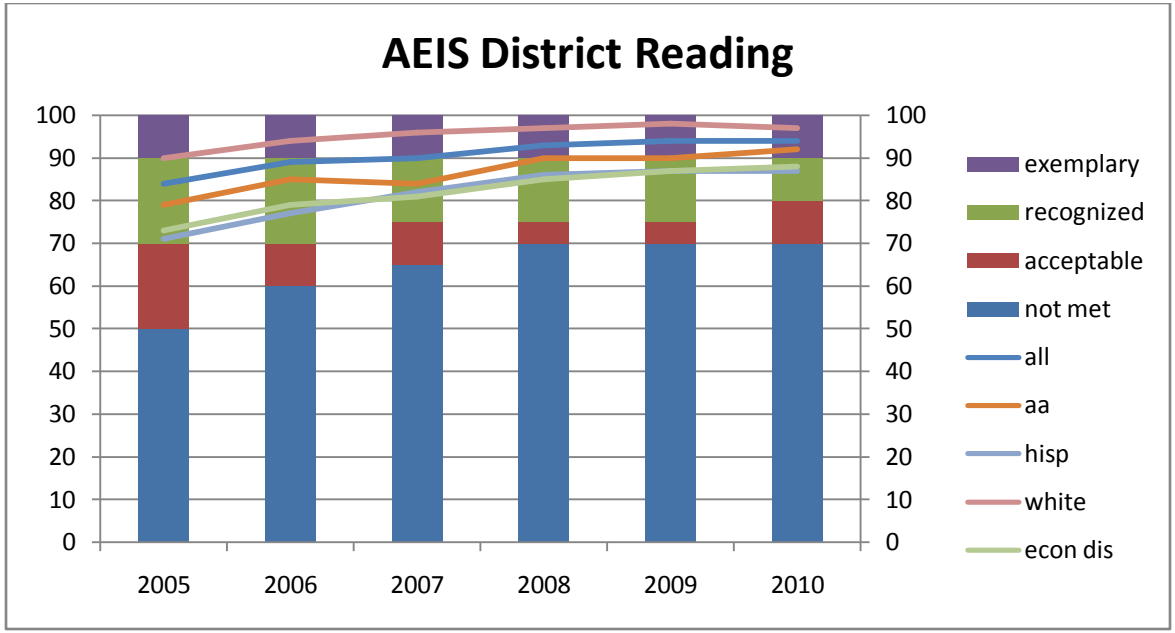
11*
DISD
Texas


TAKS Social Studies
DISD versus Texas 2010-English
100
90
80
70
60
50
40
30
20
10
0
97
95
94
93
98
98
8
10
11*
DISD
Texas
*Grade 11 Social Studies based on first assessment


AEIS District Reading
100
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60
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2006
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2010
exemplary
recognized
acceptable
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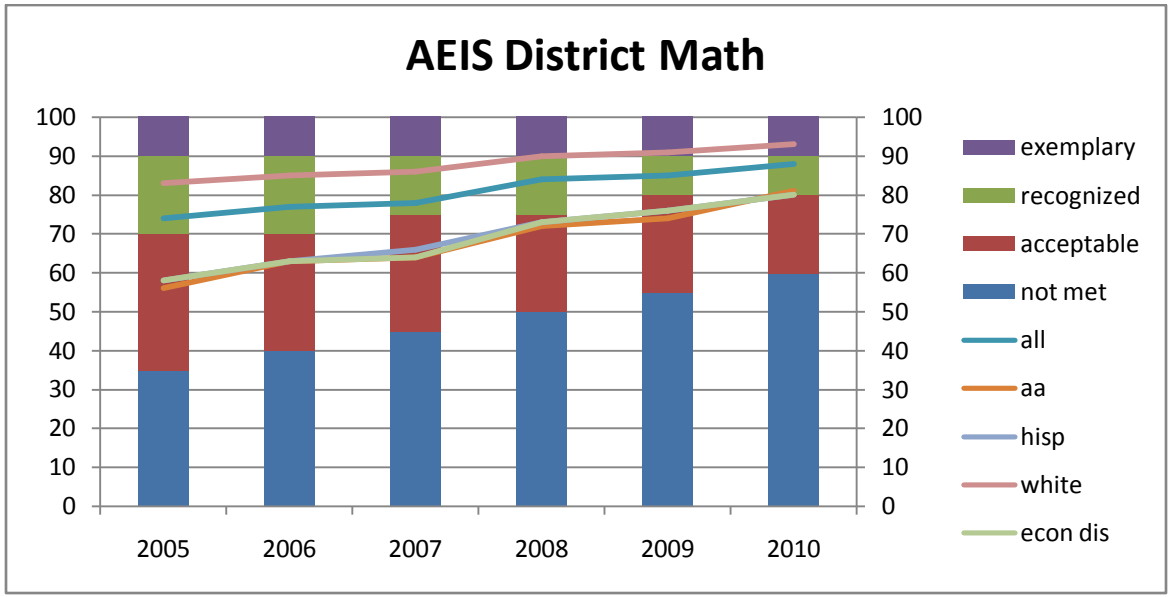
AEIS District Math
100
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recognized
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not met
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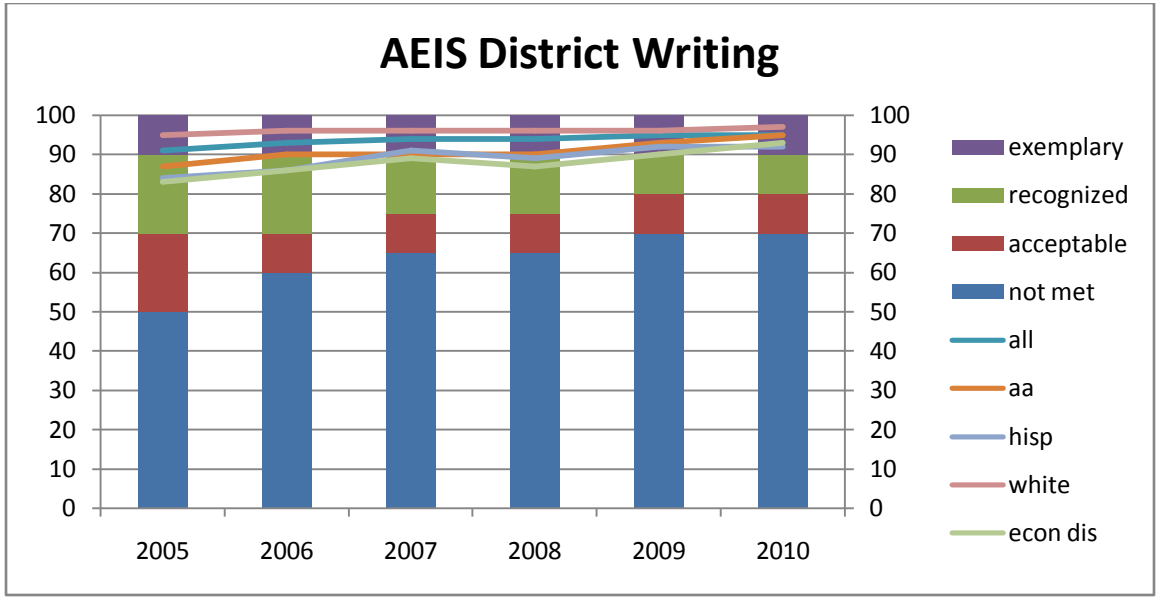
AEIS District Writing
100
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exemplary
recognized
acceptable
not met
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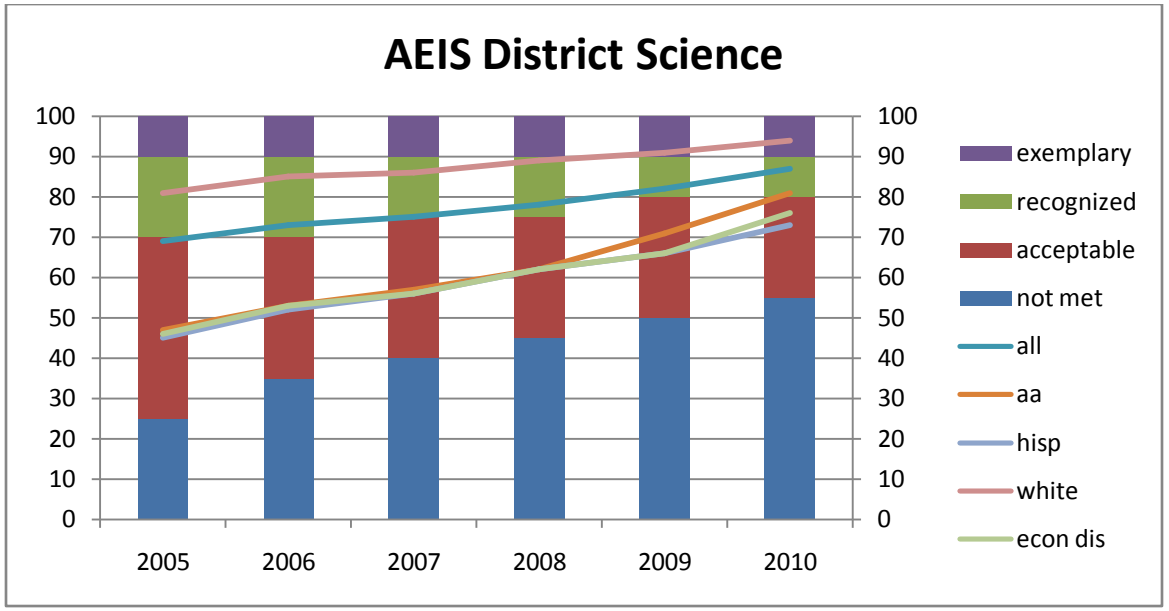
econ dis


AEIS District Science
100
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exemplary
recognized
acceptable
not met
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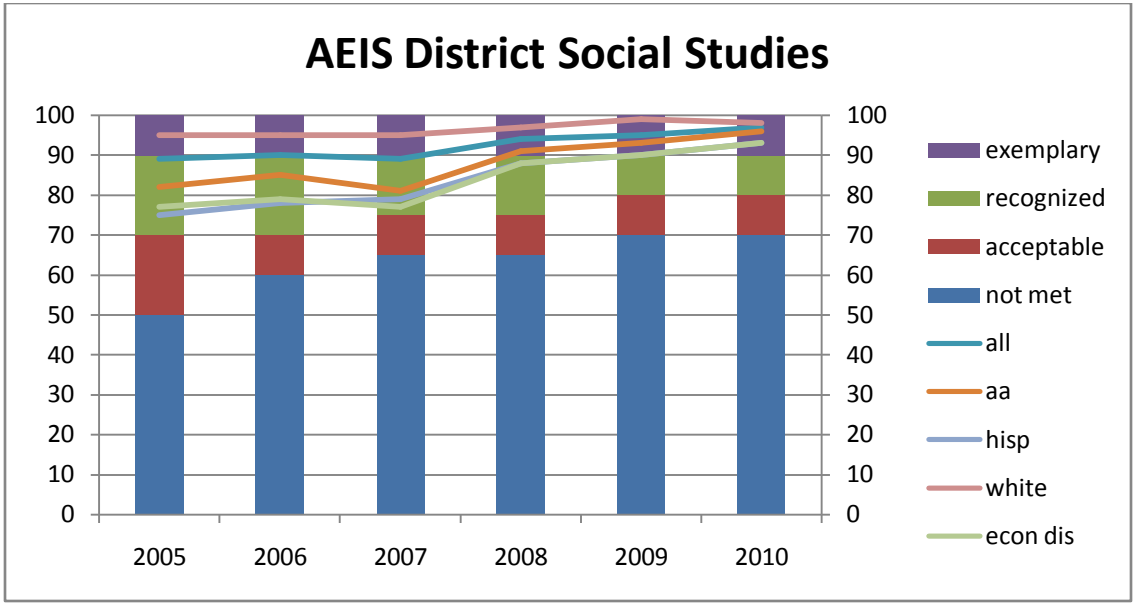
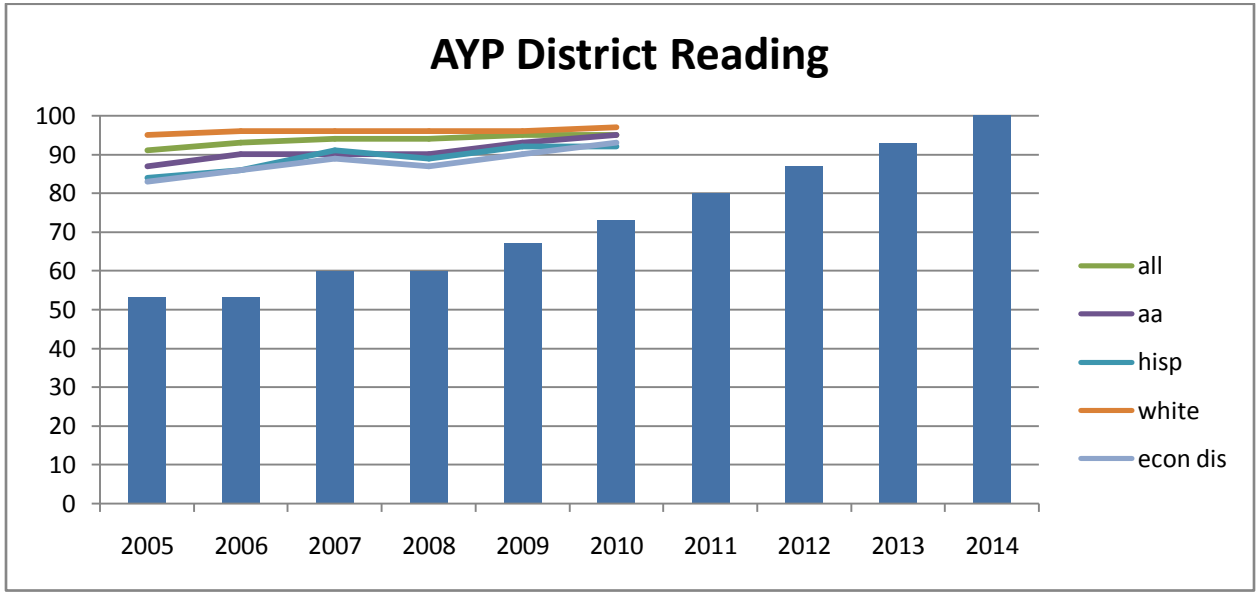
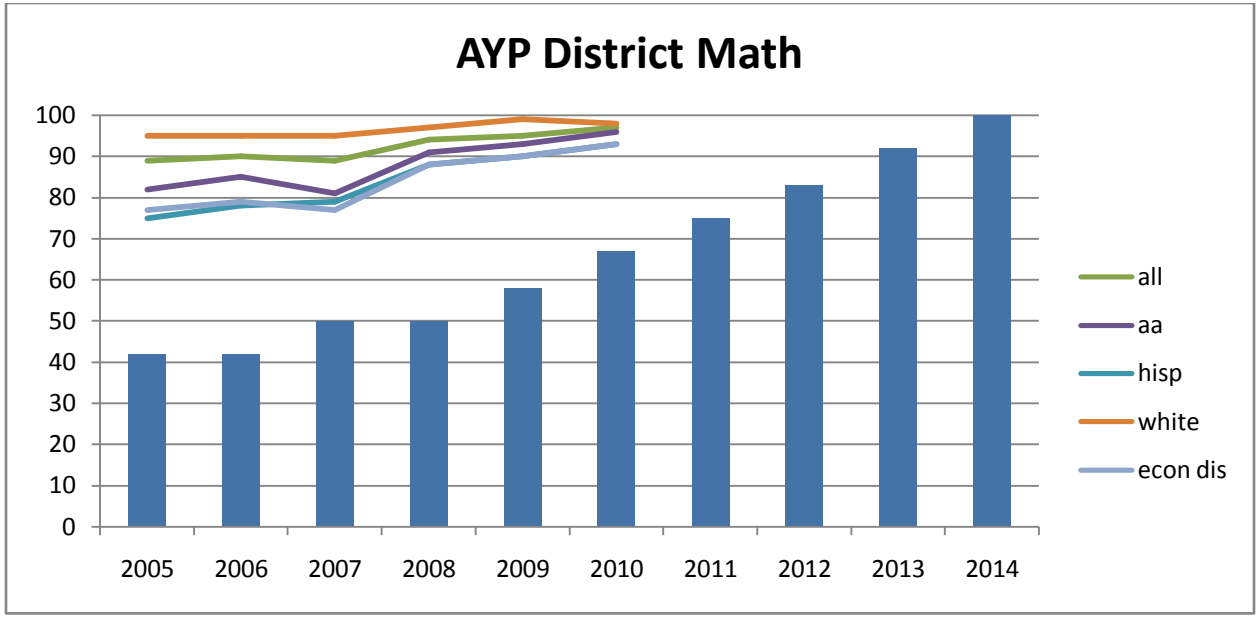
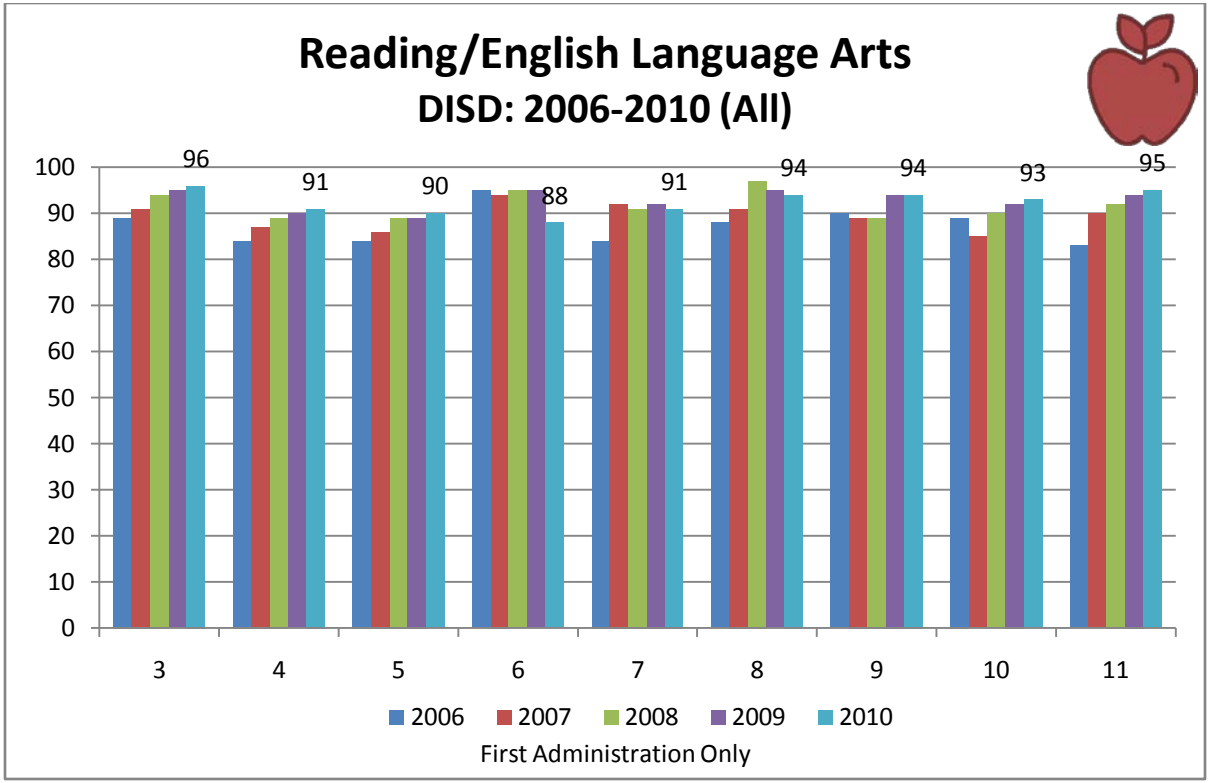


Academic Excellence Indicator System





Adequate Yearly Progress


Reading/English Language Arts
DISD: 2006-2010 (All)
100
90
80
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60
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10
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96
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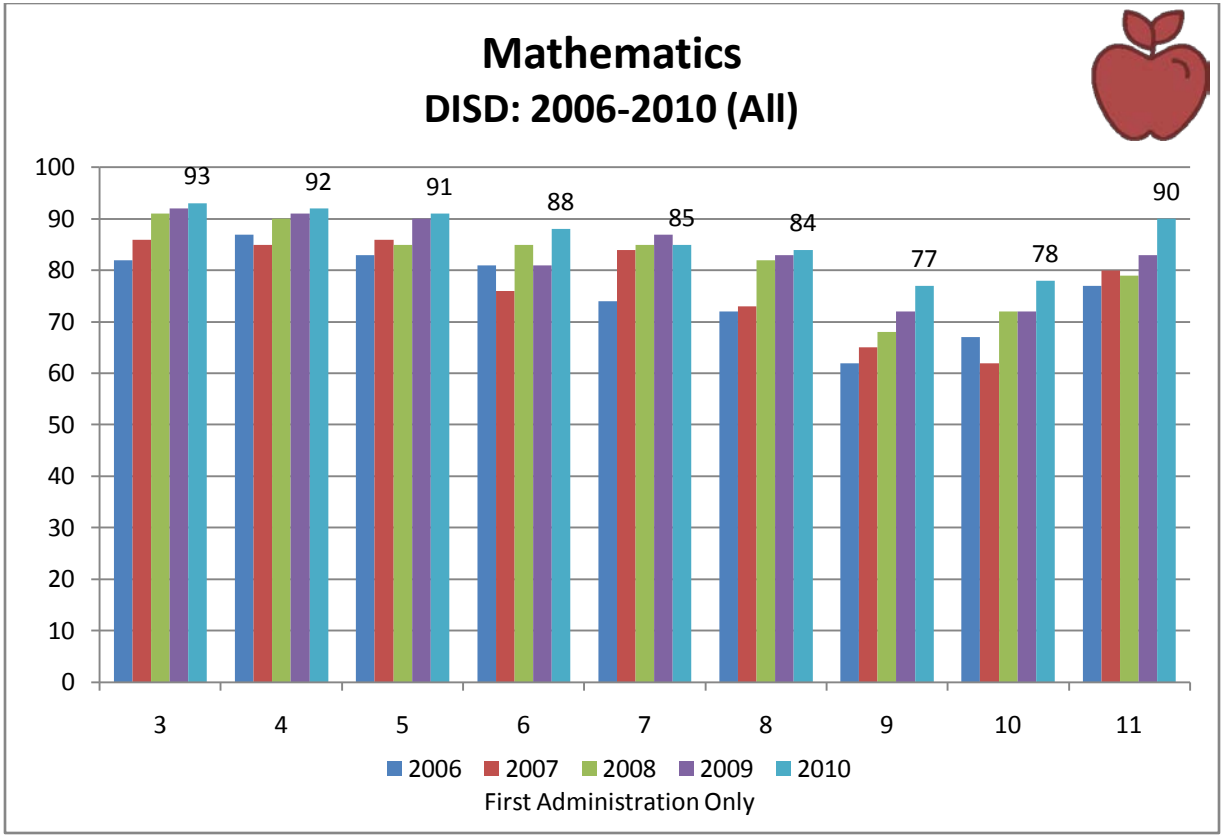
2006
2007
2008
2009
2010
First Administration Only


Mathematics
DISD: 2006-2010 (All)
100
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2006
2007
2008
2009
2010
First Administration Only

2010-2011 Technology Division Annual Goals

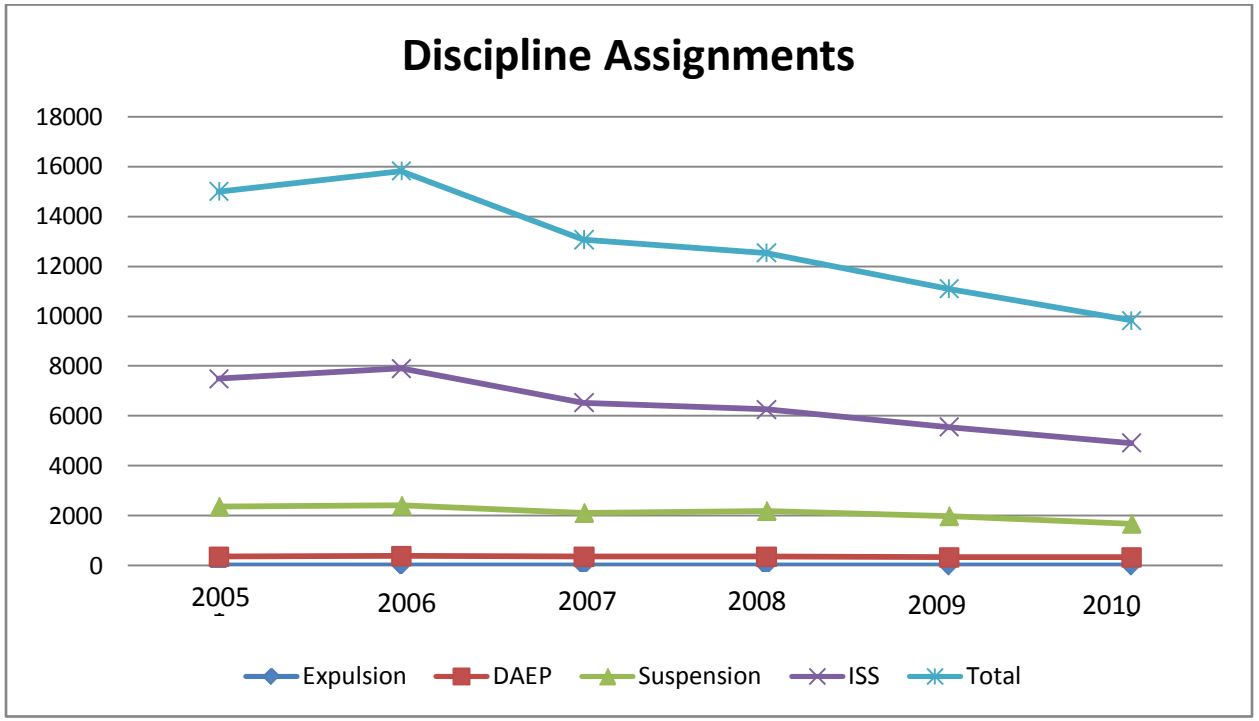
The annual goals for the 2010-2011 Technology Department directly affect the academic performance of our DISD students as well as provide new efficiencies for campuses and departments to maximize budgeted funds. The support and intervention of the Technology department provides scaffolding for all areas of DISD staff and board members. Our productivity, invention and intervention continue to provide pathways for the DISD community to become innovative leaders in learning while utilizing 21st Century technology as a tool to maximize our efforts in our work with the children of this district.

The parents of DISD have access to a plethora of tools through technology that provide them with real time access to their students' academic, disciplinary and campus performance that they can use as they work with their students on a day to day basis. Through the Technology departments Computers 4 Kids program, computers are given to students and their families for home use. To qualify for the Computers 4 Kids program, students must be recommended by campus administration. This outreach program helps to ensure that all students have access to 21st Century technology. The Technology department provides access to student grades, attendance and disciplinary performance through Parent Connection on our district website. Parents are kept up to date on current events on the campus and in the classroom through School Messenger, district and campus websites and e-alerts that are created through School wires. To address current and future safety concerns the district has installed security cameras on campuses and in buses to keep students safe in case of an emergency.

The staffs of DISD are supported by technology through the immersion in staff development at our annual TIA (Technology Integration Academy) and professional trainings that focus campuses on software and hardware that the curriculum department and technology department endorse. Principals and district administrators are trained on current technology topics monthly during district Leading Edge and Lunch and Learn for Superintendents Cabinet meetings and through monthly written communication in our News You Can Use publication. Through the collaborative efforts of the Texas Education Agency and Denton ISD, we have launched Project Share as a learning based platform that allows all staff members to collaborate, communicate and exchange ideas. Through each of these collective efforts the staff has embarked on emerging and existing technologies in Web 2.0 tools including Wiki's, blogs and information websites as well as initiating new learning platforms through Moodle and UniServity. Moodle and UniServity provide access to online learning for students and staff to learn topics in alternative modalities that compliment the classroom but don't take the focus away from the student and the teacher. Teachers have also been given updates to old technologies that they already possess through training on Classroom Performance Systems, Interactive Whiteboards and Eduphoria AWARE and Forethought. Technology has supported the collective efforts of the district's curriculum department by providing support and training for activities associated with Professional Learning Communities and creating and distributing common assessments.

Through all of the efforts stated above, the students of DISD are benefiting from a new and improved robust learning environment that promotes valuable 21st Century Skills for a global workforce. The technology department continues to cautiously introduce new software and technologies that are research based, relevant and enhance the vision of the district.

Discipline Placement Assignments and Enrollment Trends



Year	Enrollment	Expulsions	DAEP	Suspension	ISS	Total
2005	16758	2	352	2021	5123	7498
2006	18224	14	372	2028	5495	7909
2007	19677	5	357	1760	4410	6532
2008	20723	3	369	1827	4068	6267
2009	21941	5	336	1650	3556	5547
2010	22617	1	336	1348	3227	4912

The table and graph above illustrate the enrollment of the Denton Independent School District for the period between the 2004-05 school year and the 2009-10 school year. In addition, the table and graph above illustrate the number of discipline assignments removing a student form the regular instructional setting to a disciplinary instructional setting. The graph indicates a decrease in the amount of incidents resulting in a student being removed from the regular instructional setting while at the same time the enrollment of the Denton ISD is increasing.

Five Year Disciplinary Action Comparison

Discipline Assignments	2005-06	%Time	2006-07	%Time	2007-08	%Time	2008-09	%Time	2009-10	% Time
Expulsions	14	0.00%	5.00	0.00%	3.00	0.00%	5	0.00%	1	0.00%
DAEP Placements	372	0.01%	357.00	0.01%	369.00	0.01%	336	0.01%	336	0.01%
Suspensions	2028	0.06%	1760.00	0.05%	1827.00	0.05%	1650	0.05%	1348	0.04%
In-School Suspensions	5495	0.17%	4410.00	0.12%	4068.00	0.11%	3556	0.10%	3227	0.09%
Total:	7909		6532.00		6267.00		5547			
In Classroom		99.76%		99.82%		99.83%		99.84%	99.86%	
Enrollment	18224	3280320	19677	3541860	20723	3730140	21941	3949380	22617	4071060

TELPAS Composite Ratings for ELLs at Advanced and Advanced High Proficiency Levels, 2009 and 2010 Weighted at 80% in Reading, 5% in Listening and 5% in Speaking and 10% in Writing						
Grade	**# of students tested* 08-09**	**# of students tested* 09-10**	**Percentage at Advanced and Advanced High 08-09**	**Statewide Percentage at Advanced and Advanced High 08-09**	**Percentage at Advanced and Advanced High 09-10**	**Statewide Percentage at Advanced and Advanced High 09-10**
K	400	347	9%	18%	12%	19%
1	378	383	43%	36%	31%	36%
2nd	395	371	58%	58%	65%	61%
3rd	389	383	77%	69%	78%	73%
4th	269	306	84%	76%	81%	76%
5th	226	189	86%	83%	89%	84%
6th	212	203	88%	81%	86%	83%
7th	197	194	88%	81%	94%	82%
8th	183	158	90%	78%	88%	81%
9th	172	183	84%	69%	87%	70%
10th	107	108	90%	78%	81%	79%
11th	104	105	84%	82%	94%	83%
12th	65	77	91%	82%	91%	83%

Assessment Program Strengths:

- There were gains in grades K, 2, 3, 5, 7, 9 and 11 when compared to previous year's results
- In grades 2-12 ELLs performed above the state level.

Assessment Program Needs:

- Grade K was 7% below the state standard and Grade 1 was 5% below the state standard
- Grades 4, 6, 8, and 10 decreased in their percentage points, but all grades were above the state percentage.

ELLs Scoring at Advanced and Advanced High on the TELPAS Reading 2009 and 2010						
Grade	**# of students tested 08-09**	**# of students tested 09-10**	**District Percentage at Advanced and Advanced High 08-09**	**Statewide Percentage at Advanced and Advanced High 08-09**	**District Percentage at Advanced and Advanced High 09-10**	**Statewide Percentage at Advanced and Advanced High 09-10**
2nd	396	373	58%	58%	64%	61%
3rd	393	385	77%	70%	78%	73%
4th	270	309	83%	76%	80%	76%
5th	228	191	85%	83%	89%	83%
6th	213	205	89%	80%	84%	83%
7th	198	196	88%	81%	94%	82%
8th	185	160	90%	78%	89%	81%
9th	172	186	85%	70%	86%	70%
10th	107	109	90%	77%	82%	78%
11th	104	106	84%	81%	94%	84%
12th	65	77	97%	82%	91%	82%

Assessment Program Strengths:

- For the past two years the percent of students scoring at Advanced and Advanced High was above the state average at all grade levels.
- TELPAS Reading data shows a range of 64% to 94% of ELLs at an Advanced and Advanced High Rating in grades 2-12.

Assessment Program Needs:

- Grades 4, 6, 8, 10 and 12 all dropped in their percentage points, but were above the state average.

ELLs Progressing at Least One Language Proficiency Level in TELPAS from 2009-2010 *Number of Students Tested Were Matched by TEA for 2008-2009 and 2009-2010			
Grade	**Number Of Matched Students* 09-10**	**Gain at least one proficiency level a year 09-10**	**Statewide gain at least one proficiency level a year 09-10**
3rd	357	72%	66%
4th	184	68%	65%
5th	125	76%	79%
6th	117	64%	61%
7th	146	80%	66%
8th	108	77%	67%
9th	120	74%	60%
10th	63	65%	59%
11th	84	83%	63%
12th	60	80%	57%
All Students 3rd-12th	687	73%	66%

Assessment Program Strengths:

- Grade 3-4, and 6-12 were above the state performance, some by as much as 20%
- All Students 3rd-12th were 7% above the state score

Assessment Program Needs:

- Grade 5 was 3% below the state score

.

Assessment Program Commitments:

- Provide professional learning opportunities on the TELPAS Rating of English proficiency levels and the ELPS (English Language Proficiency Standards) in the four language domains.
- Supporting classrooms teachers to differentiate instruction according to the English proficiency level of the student by providing linguistic accommodations.
- Mentoring of newly-certified bilingual/ESL classroom teachers by the coordinators.
- Continue to provide ESL certification classes to general education teachers.
- Beginning Dual Language in all bilingual kindergarten classes and adding a grade level a year will increase English proficiency for those students.

PBMAS is a district-level data driven analysis system developed by TEA to evaluate school districts' performance and Bilingual/ESL program effectiveness.

2010 PBMAS Standards	**60%**		**70%**		**55%**		**70%**		**70%**	
PBMAS Indicator	**Math**	**+ / -**	**Reading /ELA**	**+ / -**	**Science**	**+ / -**	**Social Studies**	**+ / -**	**Writing**	**+ / -**
BE English TAKS Passing Rate	82.8%	-4.1	77.8%	+1.2	67.2%	+14.3	N/A		89.4%	+3.7
BE Spanish TAKS Passing Rate	74.3%	-3.0	84.1%	+2.5	38.5% NA	+18.5	N/A		97.4%	+6.1
ESL English TAKS Passing Rate	68.7%	+5.5	73.4%	-2.0	47.4% met required improvement	+6.7	83.0%	+7.2	87.5%	+2.3
ESL Spanish TAKS Passing Rate	N/A		100.0%		N/A		N/A		N/A	
LEP Year-After Exit English TAKS Passing Rate	92.9%	-0.2	94.9%	-4.0	79.7%	-8.1	95.2%	-3.8	96.2%	-1.7
LEP (Not in BE/ESL) TAKS Passing Rate	52.6% NA	-18.5	89.5%	-2.8	37.5% NA	-40.3	75.0%	-6.8	87.5%	-11.5

Performance Level Color Legend: Green: 0, met standard
Yellow: 1, 0.1-5% below standard
Orange: 2, 5.1-10% below standard
Red: 3, 10.1%+ below standard
NA: PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned*

PBMAS Indicator	District Rate	+/-	PBMAS Standard
LEP Participation Rate	93.7%	+1	90%
LEP Dropout Rate 7-12	0.4%		2%
LEP Dropout Rate 9-12	0.8%		Report Only 5.1%
LEP RHSP/DAP Diploma Rate	77.6%	+34.4	70%
LEP Graduation Rate	78.6%	-7.8	75%
TELPAS Reading Multi-Year Beginning Proficiency	2.2%	-.8	3%
TELPAS Composite Rating: Beg./Int. for Multiple Years	7.5%	+0.4	10%

Performance Level Color Legend: Green: 0, met standard
Yellow: 1, below standard
Orange: 2, below standard
Red: 3, below standard

Assessment Program Needs:

Bilingual and ESL Science Performance

- Bilingual Spanish Science TAKS passing rate was 16.5% points below the PBMAS state standard of 55%. The district received a performance level of NA because the special analysis determination process showed that we did not meet minimum size requirements for the indicator in the current year or over the most recent two years.

- ESL English Science TAKS passing rate was 7.6% points below the PBMAS standard of 55%. The district received a performance level of RI because students met the required improvement. (The actual change is great than or equal to the Required Improvement when the formula is applied)

LEP (not in BE/ESL) Math and Science Performance (Parent Denials)

- The special analysis determination process resulted in an assigned performance level of NA (Not Assigned). This performance level was assigned because the student group did not meet minimum size requirements for the indicator in the current year or over most recent two years**.**

Assessment Program Strengths

- This year we are not in a stage of intervention. The district will not have to submit required activities to TEA.

- The bilingual and ESL students are meeting the TAKS passing standards in math, reading, social studies, and writing.

- Improvements were made in the Bilingual Spanish and ESL English Science scores.

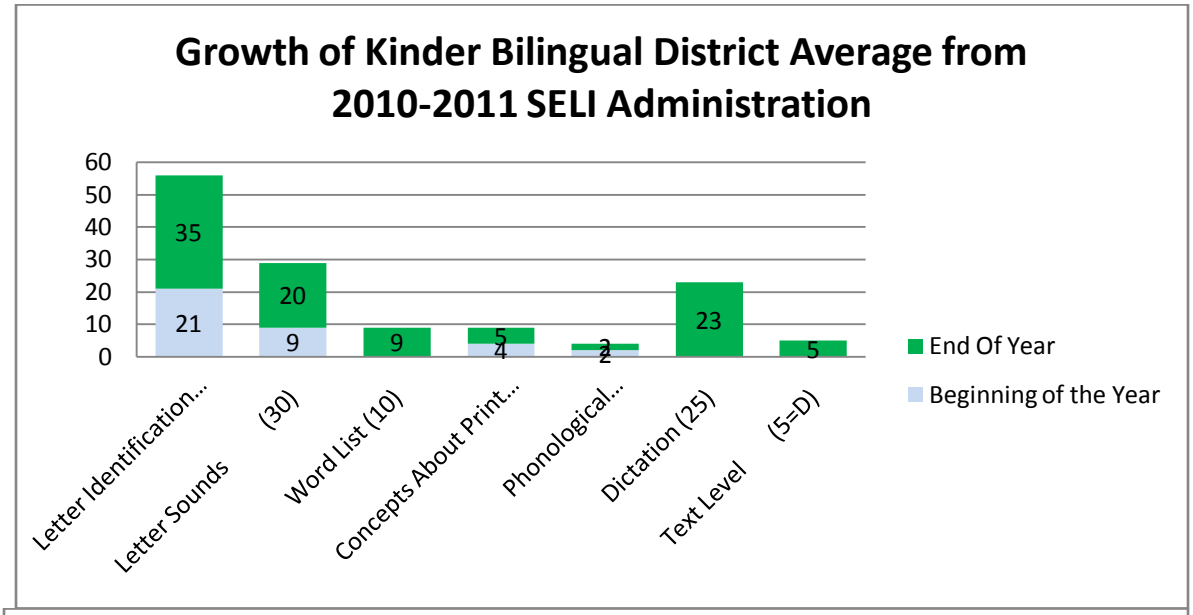
- Bilingual English TAKS passing rate in grades 3-5 are meeting all TAKS indicators.

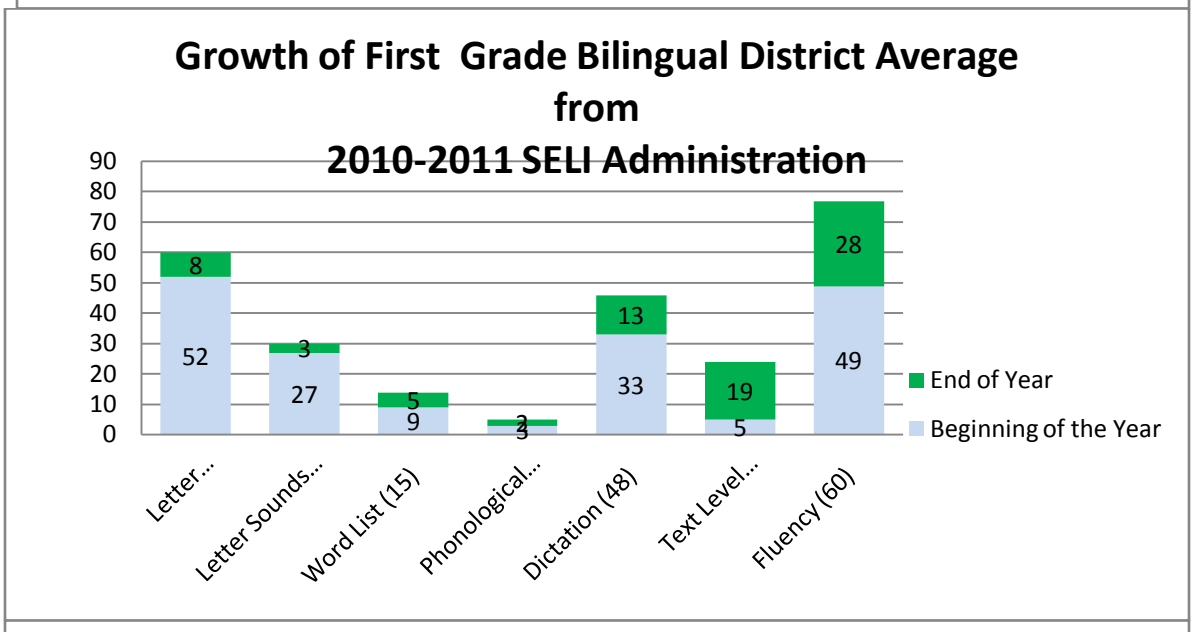
- LEP year after exit English TAKS passing rate surpasses the PBMAS standards in science, math, social studies, and reading.

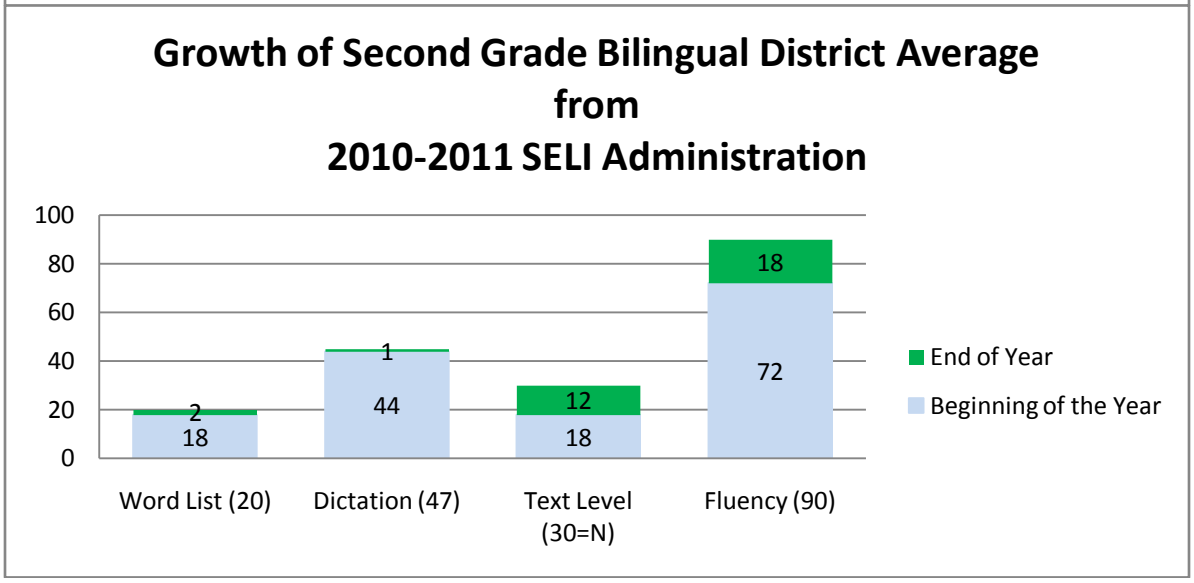
- The LEP RHSP/DAP Diploma rate improved by 34.4 points and moved from a level 2 to 0 because of the hard work of the counselors, teachers and administrators.

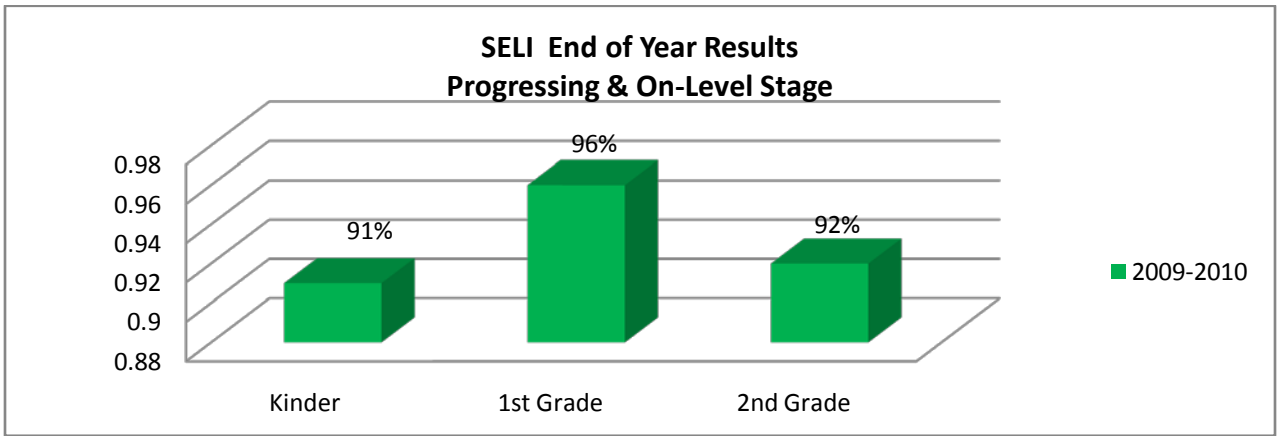
Assessment Program Commitments:

- Even though the district is not in a stage of intervention this year, the district's Core Analysis Team (C.A.T.) consisting of teachers, counselors, administrators, community members and parents will continue to meet to discuss how to improve science scores and to look at the new parent denial indicator to find ways to improve student performance in the areas of math and science.


Growth of Kinder Bilingual District Average from 2010-2011 SELI Administration
60
50
40
30
20
10
0
35
21
20
9
9
5
4
2
2
23
5
Letter Identification...
Letter Sounds (30)
Word List (10)
Concepts About Print...
Phonological...
Dictation (25)
Text Level (5=D)
End Of Year
Beginning of the Year


Growth of First Grade Bilingual District Average from 2010-2011 SELI Administration
90
80
70
60
50
40
30
20
10
0
8
52
3
27
5
9
2
3
13
33
19
5
28
49
Letter...
Letter Sounds...
Word List (15)
Phonological...
Dictation (48)
Text Level...
Fluency (60)
End of Year
Beginning of the Year


Growth of Second Grade Bilingual District Average from 2010-2011 SELI Administration
100
80
60
40
20
0
2
18
1
44
12
18
18
72
Word List (20)
Dictation (47)
Text Level (30=N)
Fluency (90)
End of Year
Beginning of the Year



Strengthen Second Grade Biliteracy:

- Continue focusing on Deepening Comprehension in the L1 to positively impact text reading development in both languages.
- Infuse cross-language connections and strategic use of the language through English and Spanish literacy development.

Strengthen Kindergarten & First Grade Phonemic Awareness, Guided, and Shared Reading Instruction:

- Provide classroom support, through Bilingual/ESL Coordinators, in phonological awareness through various balanced literacy activities (reading, writing, and oral language) and continue the collaboration between Bilingual and DLL teachers.
- Provide Pre-K Spanish phonological awareness and literacy learning centers professional development to strengthen K readiness.

Assessment Program Strengths:

Grades Kindergarten-Second Grade:

- On the 2009-2010 End of Year SELI results, the percent of students scoring at Stage 2-3 (on-level/progressing) is above 91%.
- The 2009-2010 End of Year SELI results show significant growth in all the literacy components from the beginning of the year results

Assessment Program Commitments:

- Provide the Heggerty Phonological Awareness Professional Development
- Provide professional learning opportunities to implement Dual Language K-1 to produce bilingual, biliterate, and bicultural students.
- Strengthen the reading comprehension of the bilingual students by focusing on the L1 to facilitate the transfer of content to the L2 by providing professional learning opportunities for the teachers.
- Continue to provide additional Spanish non-fiction science texts and instructional resources for all bilingual campuses.
- Provide classroom support for teachers through DLL teachers and BE/ESL coordinators.

DENTON ISD
Dyslexia Program
December6, 2010
Carmen Lipscomb, Program Supervisor

Program Status

- The program currently employs 20 Dyslexia therapists.
- Five hundred forty eight (548) Dyslexia students are served by therapists in grades 2-12. This number reflects a 19% increase in the number of students being served.
- Ten (10) therapists serve one campus; nine (9) therapists serve two campuses and one (1) therapist serves three campuses.
- The district employs a half-time Dyslexia diagnostician who assesses students in grades 2-12.
- Because the testing schedule is more than a half-time diagnostician can complete, the program also employs a contracted services Dyslexia diagnostician who assesses students in grades 2-12.
- The diagnosticians tested 328 students referred from 8/1/09 to 05/30/10. This number reflects a 17% increase in the number of students assessed for the Dyslexia program.
- One hundred forty two (142) students completed the program and were exited from Dyslexia classes in May 2010.

Early Literacy Inventory (ELI) Data and Needs Assessment 2010

Performance need:

- **To increase the district text reading level average of struggling kindergarten, first and second grade students from Stage 1 (At-risk)) to Stage 3 (On-Level) by May 2011.**

Performance goals and actions:

- Conduct 6 Continuing Contact professional development sessions with Reading Recovery Specialists (K-2 Reading Intervention) focusing on accelerating literacy acquisition for struggling K-2 students.
- Increase coaching and problem-solving observations for Reading Recovery Specialists working with struggling readers to at least 2 annually.
- Provide professional development for K-5 Reading Intervention teachers with Pat Johnson, literacy consultant and author of, Catching Readers before They Fall.
- Provide professional development for new DISD teachers on the instructional framework of *Workshop* to enhance implementation of Reader's Workshop.
- Provide professional development series for primary grade teachers on the instructional strategies of CAFÉ-Comprehension, Accuracy, Fluency and Expanding Vocabulary.
- Provide the SALSA and LASSO III professional development series with two sessions focused on reading comprehension strategies for nonfiction text structures.
- Increase the reading-writing connection by supporting *Write…from the Beginning (WFTB)* district-wide implementation by conducting follow-up sessions for campus trainers and teachers, aligning Language Arts Scope and Sequence and ELI/SELI to WFTB and develop assessment tool for principals to monitor campus implementation.

Performance need:

- **To remain a reliable, valid and informative literacy assessment, the ELI format and materials need revision and updating.**

Performance goals and actions:

- Utilize Eduphoria AWARE for district-wide date entry, retrieval and storage

- Data entry on AWARE began fall 2010 for Beginning-of-Year ELI/SELI

- Conduct district-wide survey to determine current status of ELI/SELI implementation and future needs
- Revise ELI/SELI to reflect 2009-2010 English/Spanish Language Arts and Reading TEKS
  - Revisions were made summer 2010 by grade level representatives from the district Elementary Leadership Team
- Review ELI/SELI Text Reading Task for second grade to determine further assessment measures for reading comprehension development

Early Literacy Inventory (ELI)

Data and Needs Assessment Summary

Early Literacy Inventory (ELI) Assessment Program Status:

Growth of K-2 District Average from 2009-2010 Beginning-of-Year ELI Administration to 2009-2010 End-of-Year Administration:

Kindergarten: Beginning of the Year (BOY)

Stage 1=At-Risk **Stage 2=Progressing** **Stage 3=On-Level**

KDG BOY ELI	Letter ID		Letter Sounds		Word List		Concepts about Print		Phonological Awareness		Independent Writing Sample		Reading Level #		Overall Stage At Risk
	Score 54	Stage	Score 26	Stage	Score 10	Stage	Score 9	Stage	Score 5	Stage	Score 5	Stage	Score	Stage	
District Average	39	3	15	2	--------	--------	5	3	3	2	-------	-------	-------	--------	18%

Kindergarten: End of the Year (EOY)

Stage 1=At-Risk **Stage 2=Progressing** **Stage 3=On-Level**

KDG EOY ELI	Letter ID		Letter Sounds		Word List		Concepts about Print		Phonological Awareness		Independent Writing Sample		Reading Level #		Overall Stage At Risk
	Score 54	Stage	Score 26	Stage	Score 10	Stage	Score 9	Stage	Score 5	Stage	Score 5	Stage	Score	Stage	
District Average	53	3	25	3	9	3	9	3	5	3	3	3	4/D	3	6%

Early Literacy Inventory (ELI)

Data and Needs Assessment Summary

Early Literacy Inventory (ELI) Assessment Program Status:

Growth of K-2 District Average from 2009-2010 Beginning-of-Year ELI Administration to 2009-2010 End-of-Year Administration:

First Grade: Beginning of the Year (BOY)

Stage 1=At-Risk **Stage 2=Progressing** **Stage 3=On-Level**

	Letter ID		Letter Sounds		Word List		Phonological Awareness		Dictation		Reading Level #	Fluency (Text Level E or above)		Overall Stage At Risk
	Score 54	Stage	Score 26	Stage	Score 15	Stage	Score 8	Stage	Score 36	Stage	Score	Score 40+/wpm	Stage	
District Average	52	3	24	3	12	3	5	2	31	3	E/6	64	3	10%

First Grade: End of the Year (EOY)

Stage 1=At-Risk **Stage 2=Progressing** **Stage 3=On-Level**

	Letter ID		Letter Sounds		Word List		Phonological Awareness		Dictation		Reading Level #	Fluency (Text Level E or above)		Overall Stage At Risk
	Score 54	Stage	Score 26	Stage	Score 15	Stage	Score 8	Stage	Score 38	Stage	Score	Score 60+/wpm	Stage	
District Average	54	3	26	3	14	3	8	3	36	3	K/20	86	3	6%

EVALUATION OF SERVICES FOR STUDENTS WITH DISABILITIES

(Taken from the Executive Summary)

FOUR THEMES AND KEY FINDINGS

I. COMMON VISION

Findings

- Separate system
- Lack of shared ownership
- Inconsistent and widely variable services and practices
- Communication and collaboration barriers
- Lack of training and knowledge about student centered decision making process

II. SYSTEMS OF SUPPORT

Findings

- Multiple sites creates barrier to communication and coordination
- Lack of communication impedes work
- Lack of communication fosters inconsistent practices
- Organizational chart lacks clarity and sufficient depth for assistance
- Records housed and maintained create accessibility issues
- Inappropriate expenditures, mistrust and lack of locus
- Student folders noncompliant

III. SUFFICIENCY, EFFICIENCY AND APPROPRIATENESS OF STAFFING

Findings

- Sufficiently staff but not when in comparison to six comparison districts
- Appraisal personnel have lower caseloads than the six comparison districts
- Coaching duties reduce availability of support
- Scheduling of services for students is not always based on individual student needs
- Training offered viewed as effective and necessary
- Training in curriculum and strategies for inclusion not offered or not available

IV. QUALITY INSTRUCTIONAL PRACTICES FOR ALL LEARNERS

Findings

- None or minimal collaborative planning evident in co-taught or support facilitated classrooms
- Use of TEKs in special education classroom planning was inconsistent
- Planning and schedule coordination between general and special education is limited
- Comprehensive general education curriculum implemented in only some special education classrooms
- Special education teachers do not appear to have a firm foundation in district curriculum and do not appear to understand responsibility to follow curriculum
- Standing belief that some are better served in specialized pull-out program
- High degree of textbook-based, worksheet driven practices and whole-group lecture-driven practices observed
- General education teachers seemed knowledgeable of accommodations and modification and could provide documentation
- Primary accommodation noted and observed was to read aloud materials and/or tests
- Desire to know what technology is available and location
- Rules and classroom expectations not posted

2010 District Profile of State Performance Indicators
2010 EIC Needs Assessment

State Performance Indicator	State Target	State Rate	LEA Rate	Met State Target?	TEA Letter 11/16/10
1. Percent of youth with IEPs graduating from high school with a regular diploma **(Graduation)**	70%	70%	84%	Yes	
2. Percent of youth with IEPs dropping out of high school **(Drop Out)**	**12%**	12.50%	1.50%	Yes	
3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size (50) that meet the State's AYP objectives for progress for disability subgroup **(AYP)**	100%	70%		Yes	
3B: Participation rate for children with IEPs	Reading 95% Math 95%	Reading 99% Math 99%	Reading 99% Math 99.3%	Reading Yes Math Yes	
3C: Proficiency rate for children with IEPs against grade level, modified, and alternate achievement standards	Reading 67% Math 95%	Reading 73% Math 64%	Reading 79.% Math 68.5%	Reading Yes Math Yes	
4A: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs **(Suspenion/Expulsion Rates)**	0%	0.09%		YES	
4B: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year of children with IEPs by race and ethnicity	Reporting Timeline TBD by the USDE OSEP				
5A: Percent of children with IEPs aged 6 through 21, served inside the regular class 80% or more of the day **(LRE 6-21)**	66%	67%	62.10%	No	
5B: Percent of children with IEPs aged 6 – 21, served inside the regular class less than 40% of the day	11%	12%	12.10%	No	
5C: Percent of children with IEPs aged 6 – 21, served in separate schools, residential facilities, or homebound/hospital placements	1%	1%	50.00%	Yes	
6: Percent of children aged 3 through 5 with IEPs attending (a) regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and (b) separate special education class, separate school or residential facility. **(LRE 3-5)**	Reporting Timeline TBD by the USDE OSEP				
7A: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved, positive social-emotional skills (including social relations)	Reporting Timeline TBD by the USDE OSEP				
7B: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills	Reporting Timeline TBD by the USDE OSEP				

2010 District Profile of State Performance Indicators
2010 EIC Needs Assessment

7C: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved use of appropriate behaviors to meet their needs	Reporting Timeline TBD by the USDE OSEP				
8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities **(Parent Participation)**	75%	75%	Due to small #s, district level data reported at regional level	Due to small #s, district level data reported at regional level	
9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate	0%	0%		Yes	
10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification	0%	0%		Yes	
11: Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe **(Timelines)**	100%	94%		No	94%
12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays **(Child Find)**	100%	89%		No	92%
13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs **(Transition)**	Reporting Timeline TBD by the USDE OSEP				100%
14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: **(Post school Outcomes)** A. Enrolled in higher education within one year of leaving high school. B. Enrolled in higher education or competitively employed within one year of leaving high school C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	Reporting Timeline TBD by the USDE OSEP				

TEA Special Education Compliance Reports
2010 EIC Needs Assessment

- LEA District Profile
  - State Performance Plan Indicators (SPP) – 14 indicators
    - Graduation Rate
    - Dropout Rate
    - TAKS participation/proficiency (a-c)
    - Suspension/Expulsions
    - Least Restrictive Environment (LRE) – ages 6-21
    - Least Restrictive Environment (LRE) ages 3-5
    - Preschool
    - Parent Involvement
    - Disproportionality within program
    - Disproportionality by specific disability
    - Timely Initial Evaluation
    - Early Childhood Transition
    - Secondary Transition
    - Post school outcomes (2)

- LEA Determination
  - SPP
  - Submission of valid, reliable and timely data
  - Uncorrected noncompliance (complaints, due process, & monitoring)
  - Any financial audit findings

- Performance, Monitoring and Intervention
  - Performance Based Monitoring Analysis System (PBMAS)
    - TAKS Participation and Performance (5 indicators)
    - LRE (3 indicators)
    - Dropout Rate
    - RHSP/DAP Diploma Rate
    - Graduation Rate
    - Subgroup Representation (3 indicators)
      - African American, Hispanic, LEP
    - Discretionary Discipline Placement (3 indicators)
      - DAEP, ISS, OSS

  - Residential Facility Monitoring (RF) – 13 Investigatory Topics
    - Properly Constituted Admission, Review, and Dismissal (ARD) Committee
    - Surrogate Parents and Foster Parents
    - Current Evaluation
    - Individualized Education Program (IEP) Implementation
    - Least Restrictive Environment (LRE)
    - Educational Benefit
    - Certified/Qualified Staff
    - Commensurate School Day
    - Related Services Provision
    - Behavior/Discipline
    - Transition Services
    - Extended School Year (ESY) Services
    - Participation in Texas Assessment of Knowledge and Skills

- Serving Students with Disabilities in the LRE - 125% Status
  - Ratio of self-contained classrooms to resource or mainstream classrooms

DISTRICT IMPROVEMENT PLAN OBJECTIVES
2009-2010

Grade 3 TAKS -Percent Passing Reading										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	97%	*	95%	90%	99%	99%	99%	95%	90%	85%
2010 Actual	97%	92%	95%	93%	98%	99%	99%	90%	93%	90%
2010 Difference	**0.0%**	*	**0.0%**	**3.0%**	**-1.0%**	**0.0%**	**0.0%**	**-5.0%**	**3.0%**	**5.0%**
Goal 2011	97%	*	95%	90%	99%	99%	99%	96%	90%	88%
Goal 2012	97%	*	95%	90%	99%	99%	99%	93%	93%	90%

Grade 3 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	95%	*	90%	90%	97%	95%	100%	85%	90%	90%
2010 Actual	93%	87%	87%	87%	96%	92%	99%	82%	87%	85%
2010 Difference	**-2.0%**	*	**-3.0%**	**-3.0%**	**-1.0%**	**-3.0%**	**-1.0%**	**-3.0%**	**-3.0%**	**-5.0%**
Goal 2011	96%	*	90%	90%	97%	99%	97%	91%	86%	86%
Goal 2012	94%	*	89%	89%	97%	94%	99%	84%	87%	87%

Grade 4 TAKS - Percent Passing Reading										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	95%	*	85%	82%	96%	99%	99%	80%	82%	77%
2010 Actual	91%	86%	86%	84%	95%	86%	98%	78%	84%	75%
2010 Difference	**-4.0%**	*	**1.0%**	**2.0%**	**-1.0%**	**-13.0%**	**-1.0%**	**-2.0%**	**2.0%**	**-2.0%**
Goal 2011	96%	*	90%	84%	96%	94%	97%	86%	81%	77%
Goal 2012	93%	*	90%	85%	96%	88%	98%	82%	85%	76%

DISTRICT IMPROVEMENT PLAN OBJECTIVES
2009-2010

Grade 4 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	97%	*	80%	90%	99%	97%	100%	90%	88%	80%
2010 Actual	93%	89%	84%	89%	96%	99%	98%	81%	86%	86%
2010 Difference	**-4.0%**	*	**4.0%**	**-1.0%**	**-3.0%**	**2.0%**	**-2.0%**	**-9.0%**	**-2.0%**	**6.0%**
Goal 2011	97%	*	89%	90%	99%	99%	95%	93%	88%	83%
Goal 2012	95%	*	86%	90%	98%	99%	98%	86%	87%	86%

Grade 4 TAKS - Percent Passing Writing										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	97%	*	92%	95%	97%	95%	100%	93%	90%	90%
2010 Actual	94%	92%	93%	89%	95%	99%	98%	82%	90%	86%
2010 Difference	**-3.0%**	*	**1.0%**	**-6.0%**	**-2.0%**	**4.0%**	**-2.0%**	**-11.0%**	**0.0%**	**-4.0%**
Goal 2011	95%	*	94%	95%	97%	99%	98%	93%	90%	90%
Goal 2012	95%	*	94%	92%	96%	99%	98%	88%	90%	88%

Grade 5 TAKS - Percent Pasing Reading										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	90%	*	90%	85%	97%	100%	99%	85%	85%	70%
2010 Actual	91%	86%	87%	79%	96%	99%	95%	74%	80%	54%
2010 Difference	**1.0%**	*	**-3.0%**	**-6.0%**	**-1.0%**	**-1.0%**	**-4.0%**	**-11.0%**	**-5.0%**	**-16.0%**
Goal 2011	90%	*	90%	80%	97%	95%	96%	93%	80%	67%
Goal 2012	91%	*	89%	82%	97%	99%	97%	80%	83%	62%

DISTRICT IMPROVEMENT PLAN OBJECTIVES
2009-2010

Grade 5 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	90%	*	80%	83%	95%	95%	99%	85%	85%	76%
2010 Actual	92%	86%	88%	84%	96%	99%	95%	75%	85%	72%
2109 Difference	**2%**	*	**8%**	**1%**	**1%**	**4%**	**-4%**	**-10%**	**0%**	**-4%**
Goal 2011	92%	*	82%	80%	96%	91%	98%	93%	83%	72%
Goal 2012	92%	*	88%	84%	96%	99%	97%	80%	85%	74%

Grade 5 TAKS - Percent Passing Science										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	90%	*	80%	80%	97%	97%	99%	80%	80%	80%
2010 Actual	92%	88%	87%	82%	97%	99%	92%	75%	85%	66%
2010 Difference	**2.0%**	*	**7.0%**	**2.0%**	**0.0%**	**2.0%**	**-7.0%**	**-5.0%**	**5.0%**	**-14.0%**
Goal 2011	90%	*	82%	78%	97%	90%	98%	81%	76%	67%
Goal 2012	92%	*	87%	82%	97%	99%	96%	78%	85%	68%

DISTRICT IMPROVEMENT PLAN OBJECTIVES
2009-2010

Grade 6 TAKS - Percent Passing Reading										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	97%	*	95%	95%	99%	100%	99%	92%	92%	85%
2010 Actual	89%	86%	85%	78%	95%	99%	94%	76%	79%	53%
2010 Difference	**-8%**	*	**-10%**	**-17%**	**-4%**	**-1%**	**-5%**	**-16%**	**-13%**	**-32%**
Goal 2011	97%	*	95%	95%	100%	100%	100%	95%	90%	85%
Goal 2012	97%	*	95%	95%	100%	100%	100%	95%	90%	85%

Grade 6 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	90%	*	85%	85%	90%	95%	99%	75%	75%	75%
2010 Actual	88%	83%	78%	77%	95%	99%	99%	77%	78%	62%
2010 Difference	**-2%**	*	**-7%**	**-8%**	**5%**	**4%**	**0%**	**2%**	**3%**	**-13%**
Goal 2011	85%	*	85%	85%	95%	90%	99%	75%	75%	75%
Goal 2012	185%	*	85%	85%	97%	99%	99%	80%	80%	75%

Grade 7 TAKS - Percent Passing Reading										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	97%	*	95%	92%	98%	95%	100%	87%	85%	70%
2010 Actual	91%	86%	89%	83%	96%	86%	93%	76%	83%	71%
2010 Difference	**-6%**	*	**-6%**	**-9%**	**-2%**	**-9%**	**-7%**	**-11%**	**-2%**	**1%**
Goal 2011	97%	*	95%	92%	98%	95%	100%	87%	85%	70%
Goal 2012	197%	*	95%	92%	98%	95%	100%	87%	85%	75%

DISTRICT IMPROVEMENT PLAN OBJECTIVES
2009-2010

Grade 7 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	95%	*	85%	85%	95%	97%	97%	85%	85%	70%
2010 Actual	86%	82%	75%	78%	92%	86%	98%	56%	76%	63%
2010 Difference	**-9%**	*	**-10%**	**-7%**	**-3%**	**-11%**	**1%**	**-29%**	**-9%**	**-7%**
Goal 2011	95%	*	85%	85%	95%	97%	99%	85%	85%	70%
Goal 2012	195%	*	85%	85%	95%	97%	99%	85%	85%	70%

Grade 7 TAKS - Percent Passing Writing										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	97%	*	97%	95%	99%	97%	99%	90%	92%	80%
2010 Actual	97%	95%	97%	95%	98%	86%	99%	90%	95%	90%
2010 Difference	**0%**	*	**0%**	**0%**	**-1%**	**-11%**	**0%**	**0%**	**3%**	**10%**
Goal 2011	97%	*	97%	95%	99%	99%	99%	90%	92%	85%
Goal 2012	98%	*	98%	96%	99%	99%	99%	91%	95%	90%

Grade 8 TAKS - Percent Passing Reading										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	97%	*	95%	85%	99%	99%	99%	90%	95%	87%
2010 Actual	94%	91%	91%	89%	97%	99%	98%	74%	89%	70%
2010 Difference	**-3%**	*	**-4%**	**4%**	**-2%**	**0%**	**-1%**	**-16%**	**-6%**	**-17%**
Goal 2011	97%	*	95%	85%	99%	99%	99%	90%	95%	87%
Goal 2012	97%	*	95%	90%	99%	99%	99%	90%	95%	87%

DISTRICT IMPROVEMENT PLAN OBJECTIVES
2009-2010

Grade 8 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	85%	*	85%	80%	90%	90%	95%	70%	75%	70%
2010 Actual	85%	81%	76%	77%	91%	77%	98%	59%	75%	62%
2010 Difference	**0%**	*	**-9%**	**-3%**	**1%**	**-13%**	**3%**	**-11%**	**0%**	**-8%**
Goal 2011	85%	*	85%	80%	90%	90%	95%	75%	75%	70%
Goal 2012	86%	*	85%	80%	92%	90%	98%	75%	76%	70%

Grade 8 TAKS - Percent Passing Social Studies										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	97%	*	95%	95%	99%	100%	100%	90%	90%	75%
2010 Actual	97%	95%	98%	94%	99%	99%	98%	93%	95%	89%
2010 Difference	**0.0%**	*	**3.0%**	**-1.0%**	**0.0%**	**-1.0%**	**-2.0%**	**3.0%**	**5.0%**	**14.0%**
Goal 2011	97%	*	95%	95%	95%	95%	100%	90%	90%	75%
Goal 2012	98%	*	98%	95%	95%	99%	100%	93%	95%	90%
Grade 9 TAKS - Percent Passing Reading										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	92%	*	90%	87%	98%	100%	100%	75%	85%	70%
2010 Actual	94%	92%	91%	90%	98%	99%	97%	73%	91%	76%
2010 Difference	**2%**	*	**1%**	**3%**	**0%**	**-1%**	**-3%**	**-2%**	**6%**	**6%**
Goal 2011	95%	*	95%	90%	99%	90%	99%	77%	85%	72%
Goal 2012	95%	*	95%	95%	99%	90%	99%	77%	91%	80%

DISTRICT IMPROVEMENT PLAN OBJECTIVES
2009-2010

Grade 9 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	75%	*	75%	75%	85%	95%	95%	60%	60%	60%
2010 Actual	78%	72%	69%	66%	85%	92%	94%	39%	68%	49%
2010 Difference	**3%**	*	**-6%**	**-9%**	**0%**	**-3%**	**-1%**	**-21%**	**8%**	**-11%**
Goal 2011	75%	*	70%	70%	85%	95%	95%	60%	60%	60%
Goal 2012	80%	*	70%	70%	86%	95%	95%	60%	70%	60%

Grade 10 TAKS - Percent Passing English Language Arts (ELA)										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	92%	*	80%	90%	95%	85%	98%	70%	70%	70%
2010 Actual	94%	91%	91%	87%	98%	99%	98%	67%	88%	71%
2010 Difference	**2%**	*	**11%**	**-3%**	**3%**	**14%**	**0%**	**-3%**	**18%**	**1%**
Goal 2011	95%	*	85%	85%	95%	85%	98%	70%	75%	70%
Goal 2012	95%	*	92%	85%	98%	99%	99%	70%	90%	75%

Grade 10 TAKS - Percent Passing Science										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	80%	*	70%	70%	92%	90%	95%	60%	60%	60%
2010 Actual	81%	75%	72%	64%	91%	86%	90%	48%	67%	30%
2010 Difference	**1%**	*	**2%**	**-6%**	**-1%**	**-4%**	**-5%**	**-12%**	**7%**	**-30%**
Goal 2011	80%	*	65%	65%	92%	90%	95%	60%	60%	60%
Goal 2012	85%	*	75%	65%	92%	90%	95%	60%	70%	60%

DISTRICT IMPROVEMENT PLAN OBJECTIVES
2009-2010

Grade 10 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	75%	*	70%	75%	90%	90%	99%	60%	65%	65%
2010 Actual	81%	75%	72%	64%	91%	86%	90%	48%	67%	30%
2010 Difference	**6%**	*	**2%**	**-11%**	**1%**	**-4%**	**-9%**	**-12%**	**2%**	**-35%**
Goal 2011	75%	*	70%	70%	90%	95%	99%	60%	65%	60%
Goal 2012	82%	*	75%	70%	92%	95%	99%	60%	70%	60%

Grade 10 TAKS - Percent Passing Social Studies										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	97%	*	90%	90%	99%	98%	99%	75%	85%	75%
2009 Actual	94%	93%	91%	90%	97%	99%	96%	59%	89%	68%
2009 Difference	**-3%**	*	**1%**	**0%**	**-2%**	**1%**	**-3%**	**-16%**	**4%**	**-7%**
Goal 2011	97%	*	95%	90%	99%	95%	98%	75%	90%	75%
Goal 2012	97%	*	95%	91%	99%	99%	98%	75%	90%	75%

Grade 11 TAKS - Percent Passing English Language Arts (ELA)										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	95%	*	95%	90%	98%	98%	99%	70%	85%	70%
2010 Actual	95%	93%	94%	91%	97%	90%	99%	73%	91%	74%
2010 Difference	**0%**	*	**-1%**	**1%**	**-1%**	**-8%**	**0%**	**3%**	**6%**	**4%**
Goal 2011	95%	*	95%	90%	99%	95%	99%	70%	90%	70%
Goal 2012	96%	*	95%	92%	99%	95%	99%	75%	92%	75%

DISTRICT IMPROVEMENT PLAN OBJECTIVES
2009-2010

Grade 11 TAKS - Percent Passing Math										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	90%	*	75%	80%	95%	95%	97%	70%	75%	65%
2010 Actual	90%	89%	81%	82%	95%	99%	97%	59%	81%	62%
2010 Difference	**0%**	*	**6%**	**2%**	**0%**	**4%**	**0%**	**-11%**	**6%**	**-3%**
Goal 2011	90%	*	75%	75%	95%	90%	97%	65%	75%	60%
Goal 2012	91%	*	84%	85%	96%	90%	98%	65%	84%	60%

Grade 11 TAKS - Percent Passing Science										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	85%	*	80%	80%	98%	99%	97%	75%	75%	75%
2010 Actual	91%	92%	88%	79%	98%	89%	94%	68%	81%	48%
2009 Difference	**6%**	*	**8%**	**-1%**	**0%**	**-10%**	**-3%**	**-7%**	**6%**	**-27%**
Goal 2011	90%	*	85%	80%	98%	90%	95%	70%	75%	70%
Goal 2012	92%	*	90%	80%	99%	90%	95%	70%	84%	70%

Grade 11 TAKS - Percent Passing Social Studies										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2010	99%	*	95%	95%	99%	100%	99%	85%	95%	80%
2010 Actual	98%	98%	99%	96%	99%	99%	97%	91%	96%	89%
2010 Difference	**-1%**	*****	**4%**	**1%**	**0%**	**-1%**	**-2%**	**6%**	**1%**	**9%**
Goal 2011	99%	*****	95%	95%	99%	100%	99%	80%	95%	80%
Goal 2012	99%	*****	99%	97%	99%	100%	99%	92%	97%	90%

DISTRICT IMPROVEMENT PLAN OBJECTIVES
2009-2010

Graduating Class Mean SAT Score										
	All Students District	**All Students State**	**All Students National**	**African Am.**	**Hispanic**	**White**	**Native Am.**	**Asian**	**Spec. Ed.**	**Eco. Dis.**
Goal 2009	1059	*	*	930	930	1060	1120	1199	n/a	n/a
2009 Actual	1012	985	*	884	905	1057	1003	1008	*	*
2009 Difference	**47**	*****	*****	**46**	**25**	**3**	**117**	**191**	**n/a**	**n/a**
Goal 2010	1059	*	*	930	970	1060	1120	1230	n/a	n/a
Goal 2011	1059	*	*	930	970	1060	1120	1230	*	*
***Adjust in Fall/Raise if needed**										
Graduating Class Mean ACT Score										
	All Students District	**All Students State**	**All Students National**	**African Am.**	**Hispanic**	**White**	**Native Am.**	**Asian**	**Spec. Ed.**	**Eco. Dis.**
Goal 2009	21.4	*	*	17.8	19.1	21.11	*****	*****	n/a	n/a
2009 Actual	20.8	20.5	*	16.8	18.7	22.6	*****	21.7	n/a	n/a
2009 Difference	**0.6**	*	*****	**1**	**0.4**	**-1.49**	*****	*****	**n/a**	**n/a**
Goal 2010	21.4	*	*	17.8	20	21.11	*****	*****	n/a	n/a
Goal 2011	21.5	*	*	17.9	20	22.8	*****	*****	*****	*****

DISTRICT IMPROVEMENT PLAN OBJECTIVES
2009-2010

Percent of Graduates with SAT/ACT Results										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2009	69.5%	*	86.0%	51.0%	75.0%	*	25.1%	*	*	*
2009 Actual	58.4%	61.5%	69.0%	39.1%	62.4%	66.7%	79.3%	*	*	*
2009 Difference	**-11%**	*	**-17%**	**-12%**	**-13%**	*	**54%**	*	*	*
Goal 2010	70.5%	*	80.0%	51.0%	75.0%	70.0%	30.0%	*	*	*
Goal 2011	170.5%	*	80.0%	51.0%	75.0%	70.0%	80.0%	*	*	*

Percent of Graduates Taking TEA Advanced Cources										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2009	27.2%	*	12.9%	15.5%	27.2%	26.0%	49.0%	*	*	*
2009 Actual	27.7%	24.6%	17.1%	18.4%	34.3%	43.8%	43.9%	6.9%	15.7%	13.2%
2009 Difference	1%	*	4%	3%	7%	18%	-5%	*	*	*
Goal 2010	29.0%	*	12.0%	15.0%	36.0%	33.0%	53.4%	*	*	*
Goal 2011	29.0%	*	20.0%	20.0%	36.0%	45.0%	53.4%	*	*	*

Percent of Graduates With AP results										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2009	31.9%	*	16.9%	18.0%	39.5%	12.5%	59.9%	*	*	*
2009 Actual	38.7%	21.2%	21.0%	26.4%	47.2%	50.0%	57.1%	*	*	*
2009 Difference	**7%**	*	**4%**	**8%**	**8%**	**38%**	**-3%**	*	*	*
Goal 2010	36.0%	*	22.0%	22.3%	35.2%	43.8%	66.0%	*	*	*
Goal 2011	40.0%	*	18.2%	28.0%	50.0%	52.0%	66.0%	*	*	*

DISTRICT IMPROVEMENT PLAN OBJECTIVES
2009-2010

Percent AP Examinees at or Above Critera										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2009	46.0%	*	31.5%	45.9%	5.0%	*	68.1%	*	*	*
2009 Actual	39.5%	51.2%	14.8%	35.5%	41.7%	50.0%	62.5%	*	*	*
2009 Difference	**-7%**	*	**-17%**	**-10%**	**37%**	*	**-6%**	*	*	*
Goal 2010	46.0%	*	31.5%	45.9%	50.0%	*	69.5%	*	*	*
Goal 2011	46.0%	*	31.5%	45.9%	50.0%	*	69.5%	*	*	*

Percent AP Scores at or Above Critera										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2009	37.5%	*	25.9%	32.9%	34.9%	30.0%	50.0%	*	*	*
2009 Actual	27.3%	47.4%	12.4%	22.7%	29.1%	36.8%	34.8%	*	*	*
2009 Difference	**-10%**	*	**-14%**	**-10%**	**-6%**	*	**-15%**	*	*	*
Goal 2010	37.5%	*	36.2%	11.0%	20.5%	30.0%	73.9%	*	*	*
Goal 2011	37.5%	*	36.2%	25.0%	30.0%	38.0%	73.9%	*	*	*

Drop Out Rate (Grade 7 & 8)										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
2008/2009 Goal	0.2%	*	0.3%	0.3%	0.1%	0.0%	0.0%	0.1%	0.3%	0.2%
2008/2009 Actual	0.2%	0.3%	0.2%	0.2%	0.2%	0.0%	0.0%	0.3%	0.0%	0.3%
2008/2009 Difference	0.0%	*	0.1%	0.1%	-0.1%	0.0%	0.0%	-0.2%	0.3%	-0.1%
Goal 2209/2010	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Goal 2010/2011	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

DISTRICT IMPROVEMENT PLAN OBJECTIVES
2009-2010

Completion/Student Status Rate Graduated (Grade 9-12)										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2009	91.8%	*	86.0%	85.0%	94.8%	98.0%	96.0%	76.0%	80.0%	67.0%
2010 Actual	94.8%	80.6%	93.4%	84.5%	94.1%	100.0%	100.0%	88.9%	89.5%	78.6%
2010 Difference	**3%**	*	**7%**	**-1%**	**-1%**	**2%**	**4%**	**13%**	**10%**	**12%**
Goal 2011	95.0%	*	94.0%	85.0%	94.8%	100.0%	100.0%	90.0%	90.0%	80.0%
Goal 2012		*								

Completion Rate II With GED										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2009	98.9%	*	95.0%	98.5%	98.9%	100.0%	100.0%	98.9%	95.9%	92.9%
2009 Actual	98.7%	90.6%	98.7%	99.3%	98.3%	100.0%	100.0%	98.2%	98.1%	96.4%
2009 Difference	**0.2%**	*	**-3.7%**	**-0.8%**	**0.6%**	**0.0%**	**0.0%**	**0.7%**	**-2.2%**	**-3.5%**
Goal 2010	98.9%	*	99.0%	99.5%	98.9%	100.0%	100.0%	98.9%	98.3%	97.0%
Goal 2011		*								

Completion Rate I Without GED										
	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2009	96.9%	96.4%	96.4%	97.0%	97.9%	100.0%	100.0%	96.0%	94.6%	92.0%
2009 Actual	98.4%	89.2%	98.7%	99.3%	97.8%	100.0%	100.0%	96.8%	98.1%	96.4%
2009 Difference	**1.5%**	*	**2.3%**	**2.3%**	**-0.1%**	**0.0%**	**0.0%**	**0.8%**	**3.5%**	**4.4%**
Goal 2010	98.5%	*	99.0%	99.5%	98.0%	100.0%	100.0%	97.0%	98.5%	97.0%
Goal 2011		*								

DISTRICT IMPROVEMENT PLAN OBJECTIVES
2009-2010

Percent Senior Graduating with Recommended H.S. Plan

	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2009	81.9%	*	65.5%	76.9%	85.1%	72.0%	85.9%	*	80.0%	59.7%
2009 Actual	86.2%	82.5%	77.6%	90.1%	86.1%	100.0%	96.6%	19.1%	80.7%	77.6%
2009 Difference	**4.3%**	*	**12.1%**	**13.2%**	**1.0%**	**28.0%**	**10.7%**	*****	**0.7%**	**17.9%**
Goal 2010	87.0%	*	80.0%	92.0%	87.0%	100.0%	97.0%	20.0%	82.0%	80.0%
Goal 2011		*								

District Attendance Rate

	All Students District	All Students State	African Am.	Hispanic	White	Native Am.	Asian	Spec. Ed.	Eco. Dis.	LEP
Goal 2008/2009	96.9%	*	96.4%	96.7%	96.5%	96.1%	98.5%	95.5%	95.2%	96.7%
2008/2009 Actual	95.9%	95.6%	96.1%	96.1%	95.7%	95.0%	97.3%	95.0%	95.8%	96.8%
2008/2009 Difference	**-1.0%**	*	**-0.3%**	**-0.6%**	**-0.8%**	**-1.1%**	**-1.2%**	**-0.5%**	**0.6%**	**0.1%**
Goal 2009/2010	96.9%	*	96.4%	96.7%	96.5%	96.1%	98.5%	95.5%	96.0%	97.0%
Goal 2010/2011		*								

	Total DISTRICT TAKS Percent Commended Performance			Total SDAA Percent Met Ard Expectations		
	Reading/ELA	Math	Writing	Reading/ELA	Math	Writing
	All	All	All	All		All
Goal 2010	42.0%	35.0%	42.0%	*	*	*
2010 Actual	40.0%	34.0%	37.0%	*	*	*
2010 Difference	**-2.0%**	**-1.0%**	**-5.0%**	*	*	*
Goal 2011	42.0%	35.0%	42.0%	*	*	*
Goal 2012	42.0%	35.0%	42.0%	*	*	*

District Improvement Plan Summary

2009-2010

2009-2010 Staff Development Highlights

2009-2010 Bilingual/ESL Staff Development:

- ✓ Provided 200 K-12 grade teachers a staff development on ESL methodology to prepare them for the ESL ExCET. Over 400 general education teachers have received their ESL certification through the "Grow Your Own ESL Certified Teacher Initiative." Follow-up sessions for participants with classroom support. Teachers are funded for the cost of the test and adding the certification to their certificate. Held the first annual summer ELL Conference for K-12 grade teachers focusing on best practices.
- ✓ Conducted a Science Academy for 5th grade bilingual teachers in collaboration with the science coordinator. Teachers received science resources in both languages.
- ✓ Conducted live video conferences for teacher staff development.
- ✓ Effectively implemented the fourth year of the Two-Way Dual Program at Wilson Elementary and provided a staff development and guide for future campus dual language implementation.
- ✓ Provided "For Girls Only" and "GOL!" "Guys Operating as Leaders" Conference to prevent dropout, empower students to become academically successful and become future leaders. Over 250 MS ELLs attended the conference.

Bilingual/ESL Compliance Staff Development:

Provide staff development to bilingual paraprofessionals in the following areas:

- ✓ Validity & Reliability in Administering the OLPT- Woodcock-Muñoz
- ✓ LPAC Process

Provide continuous campus support for the appropriate program placement and assessments of LEP students by the LPAC committee through the following staff developments:

- ✓ LPAC Process & Documentation
- ✓ Using Assessment Results to Create ELL Intervention Strategies
- ✓ Determining Language of Assessment
- ✓ Referring an ELL to Special Education
- ✓ Role of the LPAC Parent
- ✓ LEP Report
- ✓ Woodcock Muñoz ELL Identification Assessments
- ✓ TELPAS, PBMAS, LAT

Elementary Staff Development:

- ✓ Thinking Maps
- ✓ Brain Based Strategies
- ✓ Differentiated Instruction
- ✓ Critical Friends Group Summer Institute

Secondary Staff Development

- ✓ Initiated the Academic Vocabulary and Building Background Knowledge
- ✓ Year 1 of Dana Center, University of Texas at Austin, Leadership and Algebra teachers
- ✓ Math Technology Integration
- ✓ TEXTEAMS- Problem solving and Proportional Reasoning
- ✓ Writers' Workshop
- ✓ Young Adult Literature
- ✓ Science Journals
- ✓ Science Safety and HAZCOM Training

Leadership Professional Learning through monthly LEADing Edge

- ✓ Professional Learning Communities

- ✓ Increasing "Instructional Quality" (IQ) in Every Classroom:
  - o Differentiation in the Classroom
  - o Appropriate Assessment in the Classroom
  - o Higher Order Thinking Skills in the Classroom
  - o Using FUSE (SIOP) in the Classroom
  - o Identifying Student Engagement in the Classroom

Elementary Curriculum Summary Report 2009-2010

Outstanding Achievements from 2008-2009 Goals:

Language Arts:

- Coordinators conducted (5) sessions for classroom teachers and (2) sessions for campus administrators on the new ELAR TEKS.
- Session participants received an ELAR vertical alignment document.

Science:

- The 3-5 Science Coordinator conducted district-wide 5th Grade Bilingual Science Academy to address identified areas of weakness on the end of Elementary Science TAKS test.
- "Riding the Rails" training was offered to 3rd grade teachers. Participating teachers could implement the newly acquired training in their classrooms and provide students with an additional field experience.
- Developed K-5 Science Academies designed to address Earth and Physical Science TAKS objectives.

Math:

- Implemented a K-5 Mathematics textbook entitled Envision.
- The Elementary Math Coordinator provided ongoing support for the new campus-based Elementary Math Intervention Specialists' positions.

Social Studies:

- Participants received training and Primary Source kits for use in their classrooms.

Professional Learning:

- Conducted regularly scheduled Elementary Leadership Team sessions so that campus representatives could participate in specialized training and share that new learning with campus staff.
- Utilized a professional learning community model for "Cluster Meetings" with elementary campus principals to foster a collegial environment where DISD professionals come together to build a vibrant learning community through planning, sharing, and reflective practice.
- Provided training on the use of Thinking Maps, a powerful instructional tool, to 19 of 20 elementary schools.
- Designed and implemented a system-wide model for teaching vocabulary for all students in all core contents K-5.
- Redesigned the Elementary Staff Development Model to reflect feedback provided through surveys so that campuses would have the opportunity to personalize sessions and meet individual campus needs.

Student Achievement:

- Supported elementary campus student achievement efforts enabling,17 of 20 campuses to attain a Recognized or Exemplary rating.

Areas in Need of Improvement:

- Design and implement additional targeted staff development designed to address the needs of teachers new to Denton ISD. The sessions would be designed to inculcate "The Denton Way" and ensure district-wide continuity. The intent of the CORE Plan is to eliminate any unintended gaps for teachers and students.
- Minimize the "knowing/doing" gap by providing additional follow-up strategies for Denton ISD Staff Development sessions to ensure implementation occurs at a high level by all trained participants.
- Refine the Denton ISD Elementary Scope and Sequence so that the new TEKS are placed in the appropriate six weeks to insure student

success.

How 2009-2010 Goals Will Improve Student Achievement:

Dr. Robert J. Marzano has conducted research and meta-analysis of best practices across all areas of education, presenting educators with a continuous body of cutting-edge research that has spanned decades. The "Vision" document distills some of his most important research into key findings that will facilitate dramatic school improvements. The premise is that until districts and schools become tightly coupled regarding student achievement, they cannot consider themselves serious about school reform. District and school leaders must ensure that specific interventions are enacted in every classroom, in every school. Research and theory point to at least three critical interventions or commitments that should occur to achieve serious school reform. Robert Marzano's Vision Document entitled *Getting Serious About School Reform* identifies three critical commitments and how they affect every classroom student. The three commitments identified in this work are:

1) Develop a System of Individual Student Feedback at the District, School, and Classroom Levels
2) Ensure Effective Teaching in Every Classroom
3) Build Background Knowledge for All Students (Particularly Those With Educationally Challenging Backgrounds)

The goals of the Elementary Curriculum and Staff Development Department will focus on each of the commitments outlined in Marzano's work by following the multiphase process of each intervention. Therefore, if teachers implement changes and new instructional strategies, it is expected that student achievement will increase.

How Goals Support the DISD Board Goals:

Vision:

- In pursuit of excellence, the district will develop a culture where learning is our first priority. We demonstrate our commitment to this Vision by placing students at the center of all department decisions reflecting a culture where learning is sharply focused.

Teaching and Learning:

- In pursuit of excellence, the district will cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all students. Elementary Curriculum supports this DISD Board goal curriculum development work and field work on campuses as needed or requested.

Climate:

- In pursuit of excellence, the district will establish a high expectation level for success for all students, staff, parents, and community. Elementary Curriculum actively demonstrates support of this DISD Board goal through campus support of student achievement efforts that resulted in 17 of 20 campuses achieving a Recognized or Exemplary rating from TEA.

Parent and Community Involvement:

- In pursuit of excellence, the district will foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students. The Elementary Curriculum Department supports this DISD Board goal through activities such as Family Fun Science Night, DISD Elementary Science Fair, and Hawkeye Readers.

Human Resources:

- In pursuit of excellence, the district will recruit, select, and employ teachers in every classroom because of substantive experience in the discipline they teach, rather than auxiliary functions. The Elementary Curriculum Department supports this Board goal by screening, interviewing, and recommending specialists for campus vacancies in areas such as Reading Recovery and DLL.

Growth and Change:

- In pursuit of excellence, the district will work continuously with our community to adjust and enhance district goals as appropriate. The Elementary Curriculum Department supports this goal by participating in the design and development of new facilities and the selection of the curriculum materials provided for the schools.

Outstanding Achievements from 2009-2010 Goals

Math:

- Met or exceeded goal for TAKS Mathematics at grades 7 and 8
- Revised by math teachers the Scope and Sequence documents for the following courses: 6th grade Mathematics
- Provided small group professional development sessions, *Pinpointing Student Learning*, focusing on critical thinking and *Thinking Maps* and instructional strategies to middle school Title I mathematics teachers
- Facilitated Direct Vocabulary Instruction on academic vocabulary training for all secondary mathematics teachers
- Improved communication and process for placement into advanced math courses in middle school
- Worked cooperatively with ESL/Bilingual department to provide small group professional development sessions focusing on 6th grade mathematics and meeting the needs of struggling learners
- Implemented the Dana Center's Partnership for High Achievement with district Algebra 1 teachers
    - Developed and implemented common lessons and criteria
    - Revised scope and sequence to reflect common lessons

Science:

- Completion of Hazardous Communication training by 100% of the secondary science teachers
- Developed professional learning series of workshops for middle school science teachers with the help of ESL/Bilingual to incorporate the new ELPs standards in the science curriculum
- Developed and implemented new curriculum for sixth grade science due to the implementation of the new TEKS by the SBOE.
- Developed cooperative learning workshop for all secondary science teachers and an additional workshop for secondary teachers to continue their professional learning.

English Language Arts and World Languages:

- Administered Qualitative Reading Inventory to over 100 students at Calhoun Middle School
- Trained 25 teachers to informally assess a student's reading ability
- Developed and presented a campus literacy plan to McMath Middle School
- Taught 15 teachers strategies to use in order to address literacy needs of their students in classes other than reading
- Provided the opportunity for English teachers to become involved with Uniservity and have teachers at all three high schools in both English I and English II using Uniservity with their students.
- Continued opportunities for World Language teachers and students to use Uniservity in their classrooms

Social Studies:

- Exceeded district goal for Social Studies TAKS commended rates in grades 8, 10, and 11.
- Developed Document-Based Questions grade 8 Enhanced U.S. History, grade 7 Enhanced Texas History, and grade 9 Pre-AP World Geography.
- Planned and conducted mini-staff development sessions for Middle School DBQ and Social Studies TEKS Revisions.
- Revised by the social studies teachers the scope and sequence documents for the following courses: World Geography and World History.

Instructional Support Teachers (IST):

- Added secondary science IST, allowing personal collaboration with a total of 65 first- and second-year teachers, up from 33 teachers last year with only an ELA and mathematics IST
- Created a common set of data collection and record keeping tools to provide consistency. .
- Initiated direct support with 100% of first- and second-year teachers in mathematics, English language arts, World Languages, science, and social studies as well as co-teachers in inclusion classrooms.
- ELA/World Languages IST in fifth year of service now serves 13 first-year teachers and 15 second-year teachers. 92% of the first year ELA/World Languages teachers from last year have been retained in the district
- Mathematics IST in second year of service now serves 9 first-year teachers and 11 second-year teachers. 100% of first year math teachers from last year have been retained in the district.
- Science IST in first year of service now serves 10 first-year teachers and 10 second-year teachers

Areas in Need of Improvement:

- Improve the transition from 8th grade mathematics to Algebra I
- Improve the transition from 5th grade mathematics to 6th grade mathematics
- Revision of the scope and sequence in secondary science to reflect the implementation of the new TEKS approved by the SBOE.
- Monitor ESL students in sheltered and mainstream social studies classrooms.
- Continue focus on content writing using primary sources in sheltered and mainstream social studies classrooms as well as Document Based Question (DBQ) in Advanced Placement World History and United States History.

- Add an Instructional Support Teacher for social studies
- Revision of the scope and sequence in secondary English Language Arts to reflect the implementation of the new ELA TEKS approved by the SBOE
- Coordinate all efforts to train and retain effective beginning teachers by instituting a Teacher Induction Roundtable to eliminate gaps in teacher training and avoid duplication of effort.
- Facilitate communication among all individuals involved in Denton ISD teacher induction of beginning teachers
- Implementation of instructional strategies and curricular changes attained through the staff development series in all core content areas at all grade levels
- Develop ways to continue to provide professional development sessions that meet the diverse needs of teachers and staff
- Continue work in strategy implementation to improve reading and writing achievement so that students at all schools meet goals
- Targeting at risk students for TAKS acceleration in all core areas
- Meeting the instructional needs of the most at risk students and improving their level of academic achievement

How 2009-2010 Goals Will Improve Student Achievement:

The single factor that has the highest level of impacting an increase in student achievement is the individual teacher. The latest research shows that about 13% of the variance in student achievement in a given subject area is due to what the teacher does and about 7% is due to what the school does (Bosker 1992; Luyten 1994;Marzano 2000). The goals of the Curriculum and Staff Development Department focus on high-quality, focused, interdisciplinary staff development training that will support teachers in developing higher-level thinking skills in their instructional process. Therefore, if teachers implement changes and new instructional strategies, it is expected that we will see an increase in student achievement.

How Goals Support the DISD Board Goals:

The goals of the Secondary Curriculum and Staff Development Department align with the following Board Goals:

- Teaching and Learning: Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all students
- Teaching and Learning: Expect full curriculum implementation on each campus by instructional leaders
- Teaching and Learning: Establish quality staff development programs and promote professional learning communities
- Teaching and Learning: Stay abreast of and incorporate best practices into teaching, learning, and leadership
- Human Resources: Develop and expect a consistently high level of, and respect for, professional performance by all staff

SUMMARY
Attendance/Dropout Summary Report

Outstanding Achievements 2009-2010 Goals: VI b. Create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community

- Overall rate of attendance for the 2009-2010 school year was 95.9%.
- Dropout rate for Denton ISD for the 2008-2009 school years was .5%.
- Forty-five students in grades 7 thru 12 were counted as dropouts.
- Graduation rate for 2008-2009 was 91.8%; adding in the continuers and it was 98.4% and adding those who took and passed the G.E.D. the rate was 98.7%.
- The campus registrars along with the campus administrators have done an outstanding job in identifying and locating the no-shows. They have to be and are proactive at identifying the potential dropouts early.
- The addition of GradeSpeed in 206-2007 at all levels for attendance was a positive.
- The Attendance Office services included training of campus personnel, weekly updates on students who were sent warning letters, weekly updates on students who were filed on, three week violation reports, address verification, campus visits, home visits, weekly court appearances, continued follow-up on students with court ordered attendance and dropout retrieval.
- The attendance office provides the campuses with a weekly attendance chart.
- The attendance officers conduct a monthly course for parents and students who are court ordered to attend.
- High school campuses continued to use the Odyssey Ware site to assist students to make up lost credits for those students who are in danger of not graduating and/or dropping out.
- High schools are using Fred Moore High School as a ninth grade recovery campus.

Areas in Need of Improvement: IV a. foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students

Improving daily attendance and developing recovery programs for students will be two factors that will affect the accountability standard for district dropout rates and district completion rates.

- Continue to improve early identification of students who are in violation of compulsory attendance laws at the elementary and middle school levels.

- Continue to improve the rate of warning letters sent to students who are in danger of being in violation of compulsory attendance.
- Continue to develop optional programs and strategies to give students the opportunity to complete their high school education rather than obtain a GED.
- Develop parent education programs for parents of pre-school children that will give parents skills to help their children be successful upon beginning a public school program, both in teaching good academic skills and in teaching the importance of good attendance.
- Develop parent information forums where parents can talk one-on-one with the attendance officers to go over their child's attendance reports, notes sent to the campuses for absences, notes on their child's progress from counselors and teachers, and a review of campus and district procedures for attendance accounting and what constitutes a violation of the Compulsory Attendance Law.
- Develop transitional program at the middle school level (6^{th} grade) and the high school level (9^{th} grade) to provide accelerated learning opportunities for those students who have been identified as lacking the skills to be successful upon entering the sixth grade or the ninth grade.

How 2009-2010 Goals Will Improve Student Achievement:

There are many factors that contribute to the degree of achievement that is necessary for students to meet the ultimate goal of earning a high school diploma. One of the factors that is paramount to the continual success of students as they progress from elementary school to middle school, from middle school to high school and ultimately to earning a high school diploma is their attendance.

Identifying patterns of excessive absenteeism in the early stages of students' school career and then coordinating whatever resources are needed to correct the contributing factors will help ensure success when the students enter high school.

How Goals Support the DISD Board Goals:

Vision:

Identifying factors that contribute to attendance issues on a campus and developing action plans to find solutions to increase student attendance will help campuses develop a positive learning environment.

Teaching & Learning :

Development of a consistent and strong, district-wide curriculum that supports all students will be enhanced through educating and enforcing students and parents on acceptable attendance patterns.

Climate:

Development of an integrated counseling program to provide services at all levels in the transitions from elementary to middle school to high school will be beneficial in helping student establish and maintain acceptable attendance patterns.

Parent and Community Involvement:

The more effective a campus is with early identification and action concerning attendance issues, the more parent involvement there will be. Early identification will also enable the Attendance Office and the campuses to provide parents with the tools necessary to keep their children in school.

Growth & Change:

To meet the challenges of growth, the district must address the patterns of unacceptable attendance and find solutions to increase attendance and increase percentage wise the number of students that complete their high school education with a diploma.

College Admissions Testing Summary Report

Outstanding Achievements from 2009-2010 Goals:

- The performance of DISD students on the SAT decreased slightly from the 2008 to 2009 and both the state and national average remained the same level from 2007 to 2008. The average score was 1028 in 2008, and 1011 in 2009. DISD students improved significantly on the ACT from 20.11 in 2006, 20.5 in 2007 to 20.8 in 2008.

Areas in Need of Improvement:

- Need to provide SAT/PSAT prep classes at our high schools as part of our regular course offerings
- Continue to partner with individuals or groups providing SAT preparation courses inside and outside the school day utilizing the SAT on-line preparation materials
- Increase student performance on PSAT and National Merit Competition

How 2009-2010 Goals Will Improve Student Achievement:

- SAT preparations courses to improve SAT performance
- Partner with College Board to offer practice tests and analysis sessions for students
- Increased enrollments in advanced courses will lead to increased SAT scores
- Staff development activities will be geared to increase inclusion of SAT objectives in our regular and advanced curriculum
- Partnership with the College Board will provide staff development to teachers regarding strengths and weakness of the curriculum.

How Goals Support the DISD Board Goals:

Vision … In pursuit of excellence, the district will:

- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors

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

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all students

Climate… In pursuit of excellence, the district will:

- establish a high expectation level for success for all students, staff, parents, and community

Fine Arts Summary Report 2010

Outstanding Achievements from 2009-2010 Goals:

- Provided quality, focused, interdisciplinary staff development training opportunities; each fine arts group included at least one three-hour training connecting their fine arts subject area with another academic area
- Provided financial support for elementary music teachers to attend Kodaly Certification summer training at the University of North Texas and receive Kodaly certification levels
- Establish an elementary art Professional Learning Community (PLC)
- Provided materials and staff development training for the "All Aboard the Music and Math Connections" curriculum for four early childhood programs (Gonzalez, Ann Windle, Stephens, and Cross Oaks)
- Middle school and high school fine arts students consistently advanced to region, area, and state competition levels and a record number of groups achieved superior and/or excellent ratings in UIL events
- School district and city named to list of "Best Communities for Music Education in America" for fifth time in 2010

Areas in Need of Improvement:

- Explore establishment of an elementary music PLC group at the request of elementary music teachers
- Provide increased fine arts staff development training to include interdisciplinary connections with other subject areas
- Improve fine arts curriculum alignment between 5th and 6th grade and 8th and 9th grade transitions
- Explore funding for addition of non-traditional fine arts programs in the curriculum to further meet the needs of all students

How 2010-2011 Goals Will Improve Student Achievement:

Research continues to emphasize the importance of fine arts instruction in educating the "whole child." Strategic planning and interdisciplinary professional development training opportunities provide the district's fine arts teachers with concrete techniques for supporting and reinforcing classroom instruction. The fine arts department, through the hiring process, promotes and expects a uniformly high level of professional performance in the fine arts teaching staff. Collaborative projects involving the Greater Denton Arts Council (GDAC) and the two local universities provides enhanced resources for student growth and development in all district fine arts programs. An annual "Fine Arts Board Report" provides specific data on the quality and success of the district's fine arts students and programs.

How Goals Support the DISD Board Goals:

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

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

The focus of the Fine Arts department is on continuous improvement in all programs. There is a commitment to strengthen existing programs and explore new and innovative arts opportunities for all students. The department plans for growth, development, and evaluation, both in the classroom and extra-curricular components for our program offerings. The fine arts budget targets professional development and student improvement in art, dance, music, and theatre arts through annual needs assessment and budget planning with input from the fine arts teachers. The Fine Arts department communicates student success through the DISD Fine Arts website and through board recognitions for state and national honors. Fine Arts students serve as ambassadors for Denton ISD through local, state, national, and international performance opportunities.

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

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

The Fine Arts department is committed to providing high-quality staff development training in support of a balanced arts curriculum aimed at educating the "whole child." Through professional development opportunities offered in the district and at the state level, fine arts teachers implement a "best practices" model in all instructional activities. Teachers focus on excellence in individual student achievement, as well as in small-group and large-group ensemble experiences. Technology is provided and utilized appropriately in fine arts classrooms.

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

- celebrate and respect the diversity in our Denton ISD Community
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning

The Fine Arts department provides outstanding arts opportunities for all students. Fine arts activities celebrate the multi-cultural aspects and global ties to our community, state, nation, and world. The district's fine arts programs emphasize excellence in both competitive and non-competitive arts environments. Students are taught and encouraged to continually develop fine arts skills that will allow them to participate in fine arts activities at the local, regional, state, and national levels regardless of their future career choices.

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

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students

The success of the district's fine arts programs is directly related to parent and community support for our programs. Through partnerships between the district, the Greater Denton Arts Council (GDAC), the University of North Texas, and Texas Woman's University, our teachers and students benefit from world-class fine arts resources.

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

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

The Fine Arts department collaborates regularly with the Human Resources department to place university observers and student teachers in our district. Many of these future, quality arts teachers are eventually employed by the district. In addition, the departments work together to recruit and retain fully certified and highly-qualified fine arts teachers. Once hired, fine arts teachers are provided with quality staff development training and are encouraged to pursue advanced degrees to enhance their teaching credentials.

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

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- demonstrate effective and efficient management of district resources

The Fine Arts department continually seeks to expand our programs and involve more students in fine arts enrichment experiences in order to provide a high-quality, well-rounded education for all students. The fine arts programs continually seek greater efficiency in securing and utilizing funding to support their activities. The department looks for opportunities to emphasize the multi-cultural, global aspects of the arts and offer them to the students in Denton ISD.

2010 Technology Division Summary of Annual Goals

The annual goals for the 2010-2011 Technology Department directly affect the academic performance of our DISD students as well as provide new efficiencies for campuses and departments to maximize budgeted funds. The support and intervention of the Technology department provides scaffolding for all areas of DISD staff and board members. Our productivity, invention and intervention continue to provide pathways for the DISD community to become innovative leaders in learning while utilizing 21st Century technology as a tool to maximize our efforts in our work with the children of this district.

The parents of DISD have access to a plethora of tools through technology that provide them with real time access to their students' academic, disciplinary and campus performance that they can use as they work with their students on a day to day basis. Through the Technology departments Computers 4 Kids program, computers are given to students and their families for home use. To qualify for the Computers 4 Kids program, students must be recommended by campus administration. This outreach program helps to ensure that all students have access to 21st Century technology. The Technology department provides access to student grades, attendance and disciplinary performance through Parent Connection on our district website. Parents are kept up to date on current events on the campus and in the classroom through School Messenger, district and campus websites and e-alerts that are created through School wires. To address current and future safety concerns the district has installed security cameras on campuses and in buses to keep students safe in case of an emergency.

The staffs of DISD are supported by technology through the immersion in staff development at our annual TIA (Technology Integration Academy) and professional trainings that focus campuses on software and hardware that the curriculum department and technology department endorse. Principals and district administrators are trained on current technology topics monthly during district Leading Edge and Lunch and Learn for Superintendents Cabinet meetings and through monthly written communication in our News You Can Use publication. Through the collaborative efforts of the Texas Education Agency and Denton ISD, we have launched Project Share as a learning based platform that allows all staff members to collaborate, communicate and exchange ideas. Through each of these collective efforts the staff has embarked on emerging and existing technologies in Web 2.0 tools including Wiki's, blogs and information websites as well as initiating new learning platforms through Moodle and UniServity. Moodle and UniServity provide access to online learning for students and staff to learn topics in alternative modalities that compliment the classroom but don't take the focus away from the student and the teacher. Teachers have also been given updates to old technologies that they already possess through training on Classroom Performance Systems, Interactive Whiteboards and Eduphoria AWARE and Forethought. Technology has supported the collective efforts of the district's curriculum department by providing support and training for activities associated with Professional Learning Communities and creating and distributing common assessments.

Through all of the efforts stated above, the students of DISD are benefiting from a new and improved robust learning environment that promotes valuable 21st Century Skills for a global workforce. The technology department continues to cautiously introduce new software and technologies that are research based, relevant and enhance the vision of the district.

Discipline Summary Report 2010-2011

Outstanding Achievements from 2009-2010 Goals:

- Number of district wide expulsions to JJAEP remains constant while the number of Persistent Misbehavior Codes from DAEP increased.
  2005-2006 (14), 2006-2007 (5) 2007-2008 (3), 2008-2009 (5), 2009-2010 (1)
- Percentage of non-Code 21 reports noted in PBMAS is lower than state standards.
- All reductions occurred during a time of increasing enrollment.
- Students spend less than .20 % of instruction time out of class for disciplinary reasons.
- Decrease in over 1900 days students are assigned to ISS from 5495 in 2005-06 to 4410 in 2006-07, to 4068 in 2007-2008, to 3556 in 2008-09, to 3227 in 2009-10 while enrollment increased from 18,224 in 2005-06 to 19,677 in 2006-07, to 20,723 in 2007-08, to 21,941 in 2008-09, to 22,617 in 2009-20
  (Please see attached graph and chart)

Areas in Need of Improvement:

- Need standardized staff development for classroom management

How 2010-2011 Goals Will Improve Student Achievement:

- Fewer discipline problems means more time to focus on instruction.
- Staff development activities will be geared to useful, meaningful techniques to improve classroom management.
- Fewer ISS and OSS assignments mean more time on instructional tasks for students.

How Goals Support the DISD Board Goals:

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

- develop a culture where learning is our first priority

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

- promote and nourish a safe learning and working environment which is supportive, cooperative, and ensures open communication.
- establish a high expectation level for success for all students, staff, parents, and community

2010 CAREER & TECHNICAL EDUCATION SUMMARY

Denton ISD

1) **We survived "barely"!**
   - **TEA changed over 600 CTE courses into fewer than 200 and changed names, TEKS and learning outcomes. We had just under two months before making recommendations to the board and implementation into the course catalog. Needless to say there was quite a bit of "cuss & discuss" from the design team and you can imagine how the CTE instructors felt. These changes came without training, books or funds for instructional support. Oh, and don't forget the impact on counselors, the ARD process, aligned advanced credit and just knowing where you are in the whole educational process.**

2) **How did we do??**

   - **Denton ISD became the model within the State and presented at the local conferences, CTE state conference, the school board conference and at the national level. Ref: CTE Chart and CTE ARD Guidance Book**
   - **Our accountability scoring for 2010 (PBMAS) reflects all zeros and only one "1" in non-traditional enrollment (zero = best score)**

	Denton	State Standard
o **CTE Dropout Rate**	**0.3 %**	**3.0%**
o **CTE RHSP/DAP Diploma Rate**	**92.5**	**70.0**
o **CTE Graduation Rate**	**96.4**	**75.0**
o **Overall CTE TAKS Performance**		

- **Math** **93.3**
- **ELA** **97.9**
- **Science** **95.0**
- **Social Studies** **99.6**

Outstanding Achievements from 2009-2010 Goals:

TAKS and TELPAS Performance Gains:

- The district met the TEA's Performance Based Monitored Analysis System that evaluates the bilingual/ESL programs by their TAKS performance.
- Bilingual and ESL students surpassed the PBMAS TAKS passing standards in math, reading, social studies, and writing.
- Students who exited the Bilingual or ESL program within the past two years scored between 80% and 96.2% TAKS passing rate in all areas.
- Met AYP in all content areas in TAKS for ELLs, under the LEP indicator and progress/attainment of the English language of the TELPAS accountability system.

Staff Development:

- Bilingual kindergarten teachers participated in a two-day professional development on critical components of the enriched dual language program.
- K-12 grade teachers attended staff development on ESL methodology and strategies to prepare for the ESL ExCET. Over 500 general education teachers have received their ESL certification through the "Grow Your Own ESL Certified Teacher Initiative." Teachers are funded for the cost of the test and adding the certification to their certificate.
- In order to strengthen the Spanish reading and facilitate the English reading comprehension, 3rd-5th grade teachers received Deepening Comprehension reading strategies training.

Instructional Support:

- Published the quarterly B.E.S.T. (BE/ESL Educators Shining Together) newsletter highlighting student and teacher accomplishments and instructional best strategies.

Preventions/Programs:

- 100% of the bilingual principals agreed to implement a consistent and enriched one-way dual language program starting in kindergarten during the 2010-2011 school year.
- Effectively implemented the fifth year of the Two-Way Dual Program at Wilson Elementary and provided a staff development and a district guide for future campus dual language implementation. TAKS student performance in 3rd grade was exemplary for both the Spanish and English speaking students in the dual language program.
- Successful Saturday school (SURF Camp) for over 150 bilingual students in grades 3-5 to accelerate the learning in the areas of reading, math, and science.
- Mentored approximately 50 high school ESL students using the Path to Scholarship® curriculum which guides students through the process of identifying life goals, charting a career path, writing the scholarship essay and the steps needed to prepare to attend college.
- Three-hundred pre-kindergarten & kindergarten students had the opportunity to attend summer school to participate in an enriched program targeting reading, math, and science.
- Ninety high school ESL students earned and retrieved lost credits during ESL High School Summer School.

Assessment:

- Developed and revised Spanish benchmarks and instructional resources for language arts, science, social studies, and math for 3rd-5th bilingual students.

Parent Communication:

- District-wide English to Spanish translations were provided aimed at increasing communication with the Spanish speaking parents.
- First annual district-wide Parent Conference held at Ryan H.S. for English and Spanish speakers. Over 200 parents were engaged in the Saturday event.
- Spanish parent sessions focusing on ways to work with their children at home to help them be successful in school had an overwhelming attendance.

Areas of Needed Improvement:

- The Spanish Bilingual, English ESL and Parent Denial Science TAKS Passing Rate were below the standard of 55%.
- Continue to provide staff development, curriculum and instructional resources that focus on Spanish instruction and implementation of the ELPS.
- Implementation of a consistent district-wide bilingual/ESL program to ensure ELLs are receiving appropriate services by a certified bilingual/ESL teacher.
- Campuses are in need of Spanish interventions for ELLs in grades 3-5.
- Provide further staff development for the bilingual teachers in the language of instruction for the transitional bilingual program.

How 2009-2010 Goals Will Improve Student Achievement

The steady growth of the ELL student population demands continued implementation of best educational practices. Professional development will continue to be offered at all levels to better equip administrators, teachers and paraprofessionals to work with ELLs. The aim will be to make content more comprehensible and develop students' academic English to raise student achievement as indicated in the TELPAS and PBMAS/TAKS. Updating and aligning the curriculum will promote a district-wide cohesiveness that will benefit all students; especially, those with high mobility.

How Goals Support the DISD Board Goals:

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

- develop a culture where learning is our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus

Every initiative in the department is driven by the needs of our ELLs as the first priority. The programs are committed to provide the best educational opportunities to acquire and develop competency in the English language, also bearing in mind the value of each student's rich cultural heritage and language background.

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

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all students
- establish quality staff development programs and promote professional learning communities
- stay abreast of and incorporate best practices into teaching, learning and leadership

Committed to provide research based staff development on best teaching practices in order to meet the affective, linguistic, and cognitive needs of our ELLs and provide campus level support to ensure implementation of best practices and an aligned bilingual/ESL program. In addition, we must ensure all federal and state mandates are followed and proper documentation on researched intervention plans are created for each ELL to ensure their success in the program and throughout their academic career.

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

- establish a high expectation level for success for all students, staff, parents, and community
- motivate and prepare students to embrace their full responsibilities as active citizens of their community, nation, and world

The department partners with the campus to assist with monitoring of student achievement and progress and provide interventions and support as needed. Daily facilitates and encourages consistent and frequent parent communications by the campuses.

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

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students

Our PBMAS Core Analysis Team composed of parents, community and higher education entities forms a partnership to find solutions for the improvement of ELL student performance.

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

- review and adjust policies and procedures effectively to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community

Collaborate with the Human Resources Department to recruit Highly Qualified Bilingual/ESL Teachers.

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

- review and adjust policies and procedures effectively to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community

The department supports this goal by adding bilingual/ESL programs to campuses based on needs and selecting supplementary instructional materials to serve our diverse population.

DIVISION OF CURRICULUM AND INSTRUCTION
Special Education Department

Education Improvement Council
Department Improvement Plan/Summary
December 2010

Goals:

- Meet state and federal compliance for timely initial evaluation timelines (SPP 11)
- Meet state and federal compliance with ECI transition timelines (SPP 12)
- Meet state and federal compliance with Secondary Transition IEP Requirements (SPP 13)
- Complete Residential Facility Monitoring Corrective Action Plan to secure compliance
- Collaborate with Curriculum and Instruction staff to provide quality professional development for teachers of students with disabilities

Additional Focus:

- Monitor students with disabilities participation in state assessment system (i.e. TAKS Accommodated, TAKS Modified, TAKS Alternate)
- Monitor subgroup representation and disproportionality in special education
- Monitor special education placement in Discretionary Discipline placements (DAEP, ISS, OSS)
- Review service and supports throughout district to ensure availability
- Create systems for communication for consistency
- Reduce TEA Complaints and Due Process filings
- Meet regularly with special education leadership team and special education support staff

Gifted and Talented Services
District Improvement Plan
2010 Summary
Presented to the EIC on January 10, 2011

Goals of the GT Program for 2010-2011

Program:

- A GT Task Force is being created that will look into the assessment process and the assessments we are currently using.
- Continue to raise the gifted standard.
- Successful staff development will be presented for classroom teachers, EXPO teachers, administrators, and counselors that will create more knowledgeable classroom teachers who will better meet the needs of the gifted students in their classrooms and will help each campus keep the need for gifted education as a focal point.

Student Achievement:

- The G/T curriculum will teach students to take a deeper look at the curriculum and to see it from various perspectives. This will help lead to higher levels of achievement along with more scholarly behaviors.
- The emphasis on depth and complexity and scholarly behaviors will create life-long learners.
- A more consistent spiral of teaching research skills and more emphasis placed upon research skills will lead to intellectual curiosity and knowledge building.

Program Success

This year we are building on the previous years' EXPO curriculum by incorporating Sandra Kaplan's model of depth and complexity with the Texas Performance Standards Project's rubric and combining those two with different models, strategies, and units that benefit gifted and talented students. Some of the models and strategies are differentiation, scholarly behaviors, and multiple intelligences which encourage learning about rigorous concepts appropriate to our gifted and talented students' intelligence and interest levels. Along with the rigor, our curriculum also allows us to address the unique social/emotional needs of our students.

Accomplishments:

- Successful staff development presented for classroom teachers, EXPO teachers, administrators, and counselors

- Denton Association of Gifted and Talented, or DAGT, a parent support group, has begun meeting and has created their by-laws.
- Parent Information Night for prospective EXPO parents was held in four elementary schools and one middle school throughout Denton ISD.

Special District Performance Recognitions

EXPO Recognitions:

- Robotics has started or soon will be starting at the following elementary and middle schools; Nelson, Paloma, Stephens, W.S. Ryan, Wilson, and Navo.
- W.S. Ryan EXPO was awarded a $2,000 grant from the Denton Public School Foundation for the Robotics program.
- Providence received a Denton Public School Foundation $1,000 grant for a Proud Patriot Perspectives, a newspaper that the EXPO students will run at Providence which will utilize the Kaplan Icons.
- 100% of EXPO students at Hawk Elementary in 3rd grade had commended performance on both reading and math TAKS last spring.
- 100% of EXPO students in 4th grade at Hawk Elementary had commended performance on writing and 93% of 4th grade EXPO had commended performance on math TAKS.
- 91% of EXPO students in 5th grade at Hawk Elementary had commended performance on reading and math TAKS.
- A Crownover EXPO 7th grader won the Denton school district spelling bee.

Special Regional, State, and National Performance Recognitions

EXPO Recognitions:

- Hodge 4th and 5th grade students were invited to participate in the opening celebration for Red Ribbon Week. This was the third year that they traveled to Austin to interact in a legislative simulation and helped to write a bill that was accepted by the legislature.
- 349 students from our 6 middle schools qualified to take the SAT/ACT test through the Duke Talent Search.
- 2 middle school G/T teachers presented at the state gifted conference.
- Savannah third grade EXPO students were selected to present their IIM Research project at the state gifted conference.
- Navo's 8th grade EXPO is entering the 2nd year in the ATC STEM Pilot Program. We will continue to write/develop units this year including a rocket unit. A major component of the pilot program is robotics.

- Wilson had a team of 6 EXPO students in grades 3-5 that won 3rd place at the North Texas Regional FLL Robotics Tournament last spring for their research presentation.
- On Wilson's Robotics 2 teams this year, there are 6 EXPO students from grades 4 and 5. At this year's qualifying tournament, both teams qualified to move on to the North Texas Regional FLL Robotics Tournament. One team won first place for robot design and programming. The other qualified with their research presentation.
- 5th grade students at Hawk Elementary came in 3rd place for our region in The Stock Market Game last spring.
- Providence has 12 Rising Stars/ Destination Imagination teams with over 75 students participating.
- Navo's EXPO also has one Destination Imagination team that is sponsored by Mrs. Bradley and lead by a parent volunteer. The last few years our team has won 1st place in the regional tournament which qualified them for the state competition.
- A Wilson 4th grade EXPO student organized his own Relay for Life team and raised $800 for the American Cancer Society.
- Seven students from W.S. Ryan EXPO were nominated for the National Young Scholars Program, and 4 of those students attended and completed workshops for NYSP over the summer.
- Ginnings had one student who was accepted and participated in the NATIONAL Young Leaders Conference. They went to Washington DC.

Curriculum/Innovative Programs

The new curriculum combines the model of depth and complexity with the Texas Performance Standards Project, a project of the Texas Education Agency's Advanced Academics department. In this curriculum, a strong emphasis is placed on research, which is a critical element in gifted education. To emphasize the research element, we have adopted the Independent Investigations Model, or IIM. This will ensure that each grade level will build upon the previous grade level to enhance the level of research skills of the gifted student. Along with the new curriculum, we are also expecting our students to demonstrate "Scholarly Behaviors." These behaviors go along with our depth and complexity model by Dr. Sandra Kaplan. This year we are also working on incorporating into our units elements of differentiation, multiple intelligences, and other strategies to strengthen and deepen our curriculum.

On several campuses, we are starting an "errs" program which allows the EXPO Specialist to develop the gt program by inviting in students who regularly test to be included in gt, but never quite make it. This program will help these students by showing them ways to strengthen both their creativity and thinking abilities.

A new program that we are starting this year is one that we are calling push in. The push in program allows the EXPO Specialist to engage both students and teachers. With students, the EXPO Specialist might be involved with small group teaching of

intellectual strategies or developing creative thinking. With teachers, the EXPO Specialist might be involved in mentoring, lesson planning, or modeling of gifted strategies in the regular education classroom.

With both the "errs" program and the push in program, the amount of time that the EXPO Specialist can be available for the programs varies from campus to campus due to present load of EXPO students, the testing load of that campus, and any other duties that the EXPO teacher may have, so both programs are in the developmental stages throughout the district.

Personnel

In the EXPO program, we currently have 2,113 EXPO students (9.2% of the district population). We have 22 elementary teachers and 11 middle school teachers (1.3% of the district's teachers), all of whom have at least the minimum 30 clock hours of training as required by TEA to serve gifted students. Many have gone beyond and earned endorsements or certifications to their teaching certificates.

Staff Development

30 hours of gifted education has been offered to any staff member in the district. These workshops are presented in the summer by EXPO Specialists and according to the Eduphoria surveys and feedback from participants, the workshops have been very successful and participants are implementing strategies learned from these trainings in their classrooms. This will help the regular classroom teachers meet the needs of their gifted students. A 6 hour update workshop is also offered for those teachers who want to hone their teaching styles, learn about the latest in gifted and talented strategies, and to meet the state requirement of a yearly 6 hour update.

According to the Gifted and Talented State Plan and to Debbie Smith, TEA's Director of Gifted and Talented, the teacher of record who is in charge of a gifted and talented student is required to have the 30 hours of gifted education.

One of the district staff development days during the 2010-2011 school year was spent breaking down the Torrance Test of Creative Thinking, or the TTCT. The district's EXPO teachers were taught the TTCT by John Kauffman, Ph D, who is the presenter of the TTCT for Scholastic Testing Service.

Staff Development was presented by Chris Shade, Director of Federal Programs, and I in order to help a campus better identify students for referral to the EXPO program.

The EXPO Specialists are also involved in a book study, *Removing the Mask* by Ruby Payne, and have conducted research based on the topic of underrepresented populations in gifted and talented programs to further our own understandings of how to better identify students from those populations within the district.

Areas in Need of Improvement

Gifted Population:

- The GT Task Force will be looking into the assessments used and whether or not we should put into place other assessments or tools that will help us better identify the gifted students in all of our schools or to continue to use those currently in place that were new in the last two years. The gifted population should mirror the population of their school and the district.
- EXPO teachers are sent to training and share with the other EXPO teachers when opportunities are available.

Staff Development:

- All district administrators and counselors are required by the state to have a minimum of 6 hours of Nature and Needs of Gifted Children. We will continue to provide that training and to monitor each administrator and counselor to ensure this. The more knowledge of gifted children these key individuals have, the better our gifted children will be served throughout the year.
- Any teacher of record with a gifted and talented student in their classroom will need to have the 30 hours of gifted training so that they can better understand the needs of their gifted students in order to best meet their needs while in their classrooms and to be in compliance with the GT State plan.
    - We will continue to offer 30 hours of gifted training every summer.
    - With this training, the regular classroom teachers will recognize the characteristics of gifted children, be able to refer students for testing, and also be able to use strategies and methods that best serve the gifted student.

Curriculum:

- We will continue to add to and improve our existing curriculum to meet the needs of our students.

DISD Board Goals

Vision:

In the EXPO program, we are dedicated to meeting all of the needs of the student with student learning being our first priority. We will always remain committed to providing appropriately challenging opportunities for every EXPO student in Denton ISD.

Teaching and Learning:

We are creating and using a consistent, strong, district-wide balanced curriculum based on best practices and the specific and unique needs of our gifted students. Full implementation is expected at each campus. Staff development will continue to be offered to the EXPO teachers and to classroom teachers to ensure that they incorporate best practices into their teaching, learning, and leadership.

Climate:

The EXPO classrooms are very diverse and that diversity is respected. Our teachers provide a safe learning environment that encourages students to take risks and to be themselves and because of this safe environment the EXPO classroom may be the one and only place for them to go and truly be themselves. The curriculum is a good example of our high expectations for our students both academically and emotionally. The expectation of scholarly behaviors will prepare our students to embrace their full responsibilities as citizens in a global community as well as having a love of life-long learning.

Parent and Community Involvement:

The EXPO teachers foster a positive and welcoming environment for parents to ensure the most successful experience possible for their students. Five Parent Information meetings were held at the beginning of the year to disperse information regarding the EXPO program. Each campus EXPO Specialist also held a meeting specifically designed for EXPO parents. A parent support group, DAGT, has been organized this year to support the needs of our gifted population. DAGT has already created their by-laws and has done a book study on the needs of gifted children. The GT TASK Force has asked for volunteer members to come from the community as well as from the parents of our EXPO students.

Human Resources:

The EXPO staff is held to very high expectations in all areas. In order to hold the students to high expectations, the teachers are expected to perform at a high level. Teaching a gifted class is a very difficult job due to the nature of the students and the testing involved in the identification of those students. Exceptional teachers are needed in order to be successful in this position. EXPO teachers are encouraged to obtain the state gifted certification.

Growth, Change, and Fiscal Responsibility:

Over the past few years, the EXPO program has reviewed and adjusted our testing policies and procedures to effectively address the challenges of rapid growth and changing demographic characteristics of Denton ISD. The review and adjustment of our curriculum also addresses these challenges. Within our curriculum, we have put in place an affective component, the Scholarly Behaviors that will help with the specific social and emotional needs of the gifted students.

Appendix

Total number of EXPO students per year

	Caucasian	Hispanic	African American	Asian/Pacific Islander	Native American	Total
2006 - 2007	1461	309	114	94	21	1999
2007 - 2008	1459	303	106	112	22	2002
2008 - 2009	1413	313	102	125	18	1971
2009 - 2010	1558	358	103	125	16	2160

Total number of EXPO students for 2010-2011

	Caucasian	Hispanic	African American	Asian	American Indian	Pacific Islander	2 or more races	Total
Elementary	524	139	31	40	3	0	5	742
Middle School	419	155	49	30	4	1	8	666
High School	505	96	16	35	10	1	16	679
EXPO K-12 Total	1448	390	96	105	17	2	29	2087

Percentage of EXPO students for 2010-2011

	Caucasian	Hispanic	African American	Asian	American Indian	Pacific Islander	2 or more races
GT students	67.4%	18.7%	4.6%	5.0%	0.8%	0.1%	1.4%
District students	52.8%	30.9%	11.7%	2.6%	1.0%	0.0%	1.1%
+ or – (GT to District)	+14.6	-12.2	-7.1	+2.4	-0.2	+0.1	+0.3

Summary Statement

Health Services-Employee Wellness

2010

The Registered Nurses of Denton ISD continued to maintain a high level of health services, including comprehensive assessments and screenings, for the staff and students we serve.

Student Health:

- Documented Student Visits: **86,309** (Average of 480 students per day)
  Injury: 20557
  Health related 63234
  Scheduled 2518
  Of the 86, 309 visits to the health room, **51,362** visits resulted in the student returning to class, maintaining instruction for the student and ADA funding for our district. Without an RN on campus, most students would have called parents resulting in a loss of instruction and decrease in attendance.
  Students with Documented Medical Issues:
  Asthma 3509
  Diabetes 56
  Seizure Disorders 208
  Life Threatening Allergies with Epi-Pen on hand 429
  Documented staff visits: 164
- Medications and Treatments: **49,167**
  Average of 273 medications and treatments administered without error each school day
- State Required Screenings:
  Type II Diabetes Risk Assessment **7461** students screened resulting in **165** referrals to health care providers for students identified as being at risk to develop Type II Diabetes
  Vision **10158** students screened resulting in **732** referrals for additional vision screening and treatment

Hearing **10418** students screened resulting in **126** referrals for additional screening
Scoliosis **3230** students screened resulting in **126** referrals for additional screening

- Referral for Service based on screening results: **1032** students who failed a routine screening were referred for additional screening and treatment if indicated, supporting student success in the classroom.
- Communication with parent or Guardian:23,471
- Number of Students seen by the nurse who remained at school: 51,362 , a number just more than twice the enrollment of Denton ISD

Classroom Instruction based on student need, gender and grade level

- Personal hygiene and handwshing
- Dental care and hygiene
- Pediculosis Prevention
- STDs, Growth and Development
- CPR , AED and First Aid
- Nutrition, Exercise and Obesity Prevention
- Child Life Specialist presentations for students returning after an extended period of time due to illness or injury
- Development of PALS (Protect A Life) program for students who have life threatening allergies .Students with a life threatening allergy are paired up with a buddy who is taught to recognize the signs and symptoms of a problem and get an adult immediately. This success program is in place a Borman.

The Campus RNs worked with the school counselor, at-risk counselor, district social worker and communities in schools representatives to indentify, provide care, support and referrals for students and staff.

Employee Services and Instruction:

- Transportation-CPR, Diabetes
- Virginia Gallian Child Care Center- CPR and First Aid
- Administrators, Teachers and Coaches
  CPR, AED, First Aid
  Anaphylaxis Emergency Training

Unlicensed Diabetic Care Assistant – All campuses exceed state requirement for number of personnel trained

Employee Health

- Seasonal Flu Vaccines:
- Wellness Day Attendance:

Wellness Center:

- Jazzercise Classes – Tuesdays and Thursdays

Areas of Needed Improvement:

- Improved Staffing based on the National Association of School Nursing Ratios of 1 RN for every 750 regular education students
- Improved Staffing based on the National Association of School Nursing Ratios of 1 RN for every 250 special education students
- Increase the available pool of substitute RNs
- Increase utilization of the Employee Wellness Center and our fitness equipment – A Card Access reader would allow employees to utilize the wonderful fitness equipment provided to Denton ISD over a year ago.

Counseling Department Summary Report

Outstanding Achievements from 2009-2010 Goals:

- Data from Counselor Log Summaries show that Counselors continue to improve their time in the four components of the program: High Schools have now hit their target in each of the 4 components; Middle Schools are on target in Responsive Services &Individual Planning. Elementary is on target in Responsive Services and made significant increases in the Guidance area. (4 Components include Guidance; Responsive Services; Individual Planning; System Support)
- Denton ISD Counseling Services, in collaboration with ESL/BL department, sponsored the Path to Scholarships training last spring. June McBride, national founder of PTS, trained 27 teachers, counselors and administrators who are providing service to students to targeted groups of students on each middle school and high school. 41 high school students participated in the spring PTS workshop associated with the training.
- Denton ISD established a partnership with Texas Virtual School Network in the late spring of 2010.
- Counseling Department provided training in Child Abuse awareness for District Administrators and Counselors.
- For four years in a row, Denton ISD Counselors have sponsored a $500 scholarship for a Denton ISD graduate who plans to go into a counseling related field.
- Behavioral RtI Core Team was established and led by Counseling Department; Training in Oregon July 2010
- Counseling Department organized a Transition program for teachers and parents at Ann Windle. We will expand this year to Gonzalez School.
- Denton ISD Counseling Services has placed curriculum materials on each elementary and middle school campus to provide counselors with research based, bully and violence prevention/character building materials. Training was also provided.
- Social Services provided school supplies to 350 Denton ISD families.
- Parent Education efforts expanded to include parent meetings for the Attendance/Student Support Division, and increased consultation to campus based parenting programs.
- 786 identified homeless students receive transportation; lunch; and ongoing social services.
- Social Services enrolled 3 additional campuses in the Food 4 Kids program (total 10 campuses) that provides food for the weekend for low income children. Our partnership with Communities in Schools, North Texas, is a critical support.
- 33 DISD students received services through the General Education homebound instruction program.
- 44 DISD students received homebound instruction through the Teen Parent program.
- 59 teen parents graduated from DISD during the 2009-2010 school year.
- Our “Therapist Pool” of private practice counselors donated private counseling services to 37 families who would otherwise not have been able to afford counseling.

- EAP assistance (consultation, counseling, and/or coordination) was provided to more than 121 employees through the Staff Assistance Program.
- District Counseling Services provides system support for campuses through "Flight Team" deployment to individual campuses needing support in times of crisis.
- Counseling Services provided the following training for Counselors in 2009-10:
    - August 2009—Service provider Update: UBH and Sparks Facility (Elementary)
    - October 2009—Medicaid; Differential Diagnosis (shared with Nurses)
    - December 2009—Resiliency Training for Counselors
    - February 2009—Darkness to Light (Child Advocacy) and "Grief and Loss"
    - March 2010—Path to Scholarships/June McBride (shared with BL/ESL)
    - July 2010—Building Healthy Relationships (Motivation/Parenting/Transitions & Suicide Prevention)
    - Monthly meetings during the year for elementary, middle, and high school counselors also provide mini-trainings and policy/guideline updates and opportunities for counselors to share materials, strategies and case consultation.

Areas in Need of Improvement:

- All level of counselors are reporting significant time spent in Non-Counseling duties, ranging from 7.2% at the Elementary and Middle School levels to 9.9% at the High Schools.
  Improvement of the ratio of counselors to students is critical in order to maximize use of counseling services.
- While improving, we still need to increase the critical analysis and use of data related to Denton ISD counseling programs in order to more accurately align campus counseling goals to district goals for growth of a college going culture.
- District wide bully prevention training for Administrators and Counselors needs to be updated.

How 2010--2011 Goals Will Improve Student Achievement:

- Professional school counselors are the critical link in reducing dropout rates, improving academic performance and increasing participation in postsecondary education.
  (Texas Counseling Association research summary linking implementation of Comprehensive developmental Guidance and Counseling programs to student success.)

How Goals Support the DISD Board Goals:

Vision … In pursuit of excellence, the district will:

- remain committed to providing equitable and outstanding opportunities for every student on every campus

- establish goals for individual campuses that incorporate both measurable and intangible factors

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

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all students
- establish quality staff development programs and promote professional learning communities

Climate… **In pursuit of excellence, the district will:**

- celebrate and respect diversity in our Denton ISD Community
- promote and nourish a safe learning and working environment which is supportive, cooperative, ethical, and ensures open communication
- establish a high expectation level for success for all students …
- motivate and prepare students to embrace their full responsibilities …

Parent and Community Involvement …

- provide support services and promote health, wellness and safety for students and families
- Establish and promote programs to develop and enhance parenting skills and participation in the schools

Human Resources

- Promote health and wellness in the workforce

Growth, Change …

- Create and continuously modify strategies to mitigate increasing stresses on our children, our schools and our community

Adult& Community Education, and Extended School Day Programs Summary Report 2009-2010

Outstanding Achievements 2009-2010:

- Fully implemented state mandated new student assessments for our ESL & GED classes.
- Received over $270,000 dollars in Adult Ed. program performance monies.
- Met all required federal/state performance measures for 2009-2010.
- ESL students won 2nd & 3rd places in the Plano Book festival's essay contest in 2009-20010 school years for 2009-2010.
- Passed TEA/ Texas LEARN state audit for Adult Education programs for 2008-2009.
- Provide job prep classes such as: resume class, job search, and job interviewing class.
- Developed a ESD pre-school program to be implemented in 2010-11 at Cross Oaks & Gonzalez School
- The Extended School Day program increased outreach collaborations with community agencies & Universities practicum projects such as:
  - TWU reading practicum, TWU Teacher games & activities practicum, Peterbilt Company "How Trucks Are Assemble", Denton Courthouse Museum " History of Ranchers & Farmers", Guyer H.S. Student Council presentation on " Bike Safety", UNT Marine Corp" Obstacle Course and Fitness" presentation, Department of Public Safety presentation "On Safety and Being a State Trooper".

Areas in Need of Improvement:

- Will continue to expand Community Ed. programs by offering more self-help and workforce skills classes each year.
- Will add Extended School Day sites to all new elementary schools within Denton ISD .
- Will pilot an extended school program at one middle school campus.
- Will continue to implementation of state-wide standardized assessments for Adult Ed. Programs.

How 2010-2011 Goals Will Improve Student Achievement:

- Increased participation in Extended School Day enrichment programs will help promote active learners and encourage students to become more engaged in school activities. Program/Enrichment activities include: academic activities, computer literacy, recreational/leisure programs, university partnerships (reading, language art, etc.), programs and fine arts activities.
- Continue offering Adult & Community Ed. classes that help students achieve both their personal and professional goals and promote lifelong learning.

How Goals Support the DISD Board Goals:

- ***Parent and Community Involvement*:** Adult & Community Ed. and Extended School Day programs encourage participation in programs that promote lifelong learning.
- ***Teaching & Learning*:** Continued emphasis on improving teacher's effectiveness will increase student involvement and student success in our program as well as out of the school environment.
- ***Human Resources*:** Our diverse workforce is committed to providing the best learning environment for our students. Denton ISD employees, staff and students from both local universities and other community members staff our after-hours programs.

DIVISION OF HUMAN RESOURCES
SUMMARY REPORT
2010/2011

BOARD GOALS FOR PERSONNEL

- Develop and expect a consistently high level of, and respect for, professional performance by all staff.
- Recruit, select, and employ every teacher in every classroom because of their substantive experience in the discipline they teach, rather than in auxiliary functions.
- Maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence.
- Encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area.
- Promote health and wellness in the workforce.

ACCOMPLISHMENTS/ACHIEVEMENTS

- Completed an ongoing aggressive recruiting campaign.
- Maintained 100% staffing rate among administrators, professional support and paraprofessional staff.
- Maintained 95% staffing rate among operational employees.
- Outsourced some duty functions within the Division of Operations (Maintenance and Custodial).
- Continued compliance with NCLB staff requirements.
- Maintained a minimum ($1750) salary pay differential between bachelor's and master's degrees and between master's and doctorate's degrees.
- Implemented the "Employee Access Center" Process
- Implemented SafeSchools Online Training Program with a completion rate of 80% for the first year.
- Working towards technology integration of Pentamation with the following systems:
  - On-line Application System.
  - web-based, research based, talent assessment/screener for teacher applicants.
  - web-based, talent assessment/screener instrument for campus administrator applicants.
  - web-based employee online training tool (SafeSchools)
  - web-based sub attendance management system (ASEOP).
  - Summer School and Transfer Applications linked to SearchSoft Applicant Tracking process.
- Continued compliance with the State required finger printing for SBEC certified employees.
- Continued compliance with the District annual background checks required by the State.
- Continued compliance with Senate Bill 9 pertaining to employee background checks and fingerprinting.
- Continued review of employee salaries/stipends.
- Implementation of a new Teacher Evaluation System (PDAS)

DIVISION OF HUMAN RESOURCES
SUMMARY REPORT
2010/2011

AREAS OF NEED AND CONCERN

- Annual adjustment of salary schedules and pay structures
- Professional development of administrators/supervisors in effective employee supervision and documentation
- Continued Staff Development with online training tools/instruments
- Development of a flexible online records management system (eForms)
- Maintaining student and staff safety
- Continuous pre-employment criminal history background investigation and fingerprinting
- Cultural diversity and awareness training for all employees
- Assessment and Preparation for Staff Reductions

IMPACT ON STUDENT ACHIEVEMENT

- Highly qualified, competitively compensated instructional and non-instructional staff directly impacts student learning and achievement.

SUPPORT OF BOARD GOALS

- The Board Goals are the very essence of the function of the personnel office.

Compliance Documents

2010-2011 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (TAKS).

Objective:
Ensure 100% compliance on NCLB Initial Compliance Review Indicators.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus. **Person(s) Responsible:** Principal, EIC, CLT, Director of Federal Programs **Completion Date:** 4/11, 6/10, 10/10, 4/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of Federal Programs **Completion Date:** 4/11, 6/10, 10/10, 4/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$6,373 $2,250	[X]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs. **Person(s) Responsible:** Principal, Director of Federal Programs **Completion Date:** 5/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Survey(s)	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 4/10, 6/10, 9/10, 4/11, 6/11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$32,685 $8,095	[X]	[ ]		Agenda(s), sign-in sheet(s)	Academic assessments	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Work in collaboration with other campuses in the development and implementation of CIPs. **Person(s) Responsible:** Director of Federal Programs, Principal(s) **Completion Date:** 6/10, 8/10, 10/10, 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Use the results of the student academic assessments to review the progress of Title I, Part A, funds. **Person(s) Responsible:** Principal, Director of Federal Programs, Coordinator of Assessment **Completion Date:** 6/10, 7/10, 6/11, 7/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day Binder	State academic assessments	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Inform all eligible campuses and ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of Federal Programs **Completion Date:** 8/10 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Principal **Completion Date:** 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$8,495	[X]	[ ]		Title principals' meetings, mail, phone calls, etc.	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of Federal Programs, Coordinator of Data and Assessment **Completion Date:** 6/10, 7/10, 8/10, 10/10 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Data Day Binder	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of Federal Programs, Denton ISD Council of PTAs and/or EIC **Completion Date:** 11/10, 4/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, Director of Federal Programs, **Completion Date:** 11/10 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools. **Person(s) Responsible:** Principal, Director of Federal Programs, Coordinator of Data and Assessment. **Completion Date:** 10/10 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Survey(s)	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of Federal Programs, Principal **Completion Date:** 6/10, 6/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$25,492	[X]	[ ]		Eduphoria records	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 6/10, 6/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of Federal Programs **Completion Date:** 8/10-6/11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of Federal Programs **Completion Date:** 7/10-6/11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of Federal Programs **Completion Date:** 11/10 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Written Attestation(s)	State academic assessments	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 4/10, 6/10, 9/10, 4/11, 6/11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s)	Academic assessments	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 6/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Academic assessments	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Directors of Curriculum and Instruction, Director of Federal Programs **Completion Date:** 6/10, 6/11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 6/10 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$2,333,436	[X]	[ ]		District and campus budget reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide additional Reading Recovery and Descubriendo la Lectura Teachers to campuses that receive Title I funds. **Person(s) Responsible:** Director of Federal Programs, Principal **Completion Date:** 6/10 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		District and campus budget reports	State academic assessments	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide Science Academies for all K-2 and 3-5 teachers on campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum and Instruction, Principal, Teachers **Completion Date:** 8/10-6/11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$63,731	[X]	[ ]		Eduphoria records	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum and Instruction, Principal, Teachers **Completion Date:** 8/10-6/11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$63,462	[X]	[ ]		Eduphoria records	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 6/10, 6/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		District and campus budget reports	State academic assessments	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 6/10, 6/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		District budget reports	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 6/10, 6/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		District and campus budget reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of Federal Programs **Completion Date:** 11/10, 4/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The LEA will ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of Federal Programs, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL, PEIMS Coordinator **Completion Date:** 6/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Initial Compliance Review report	Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Utilizing ARRA/Stimulus grant funds, provide high-quality, focused, and sustained professional development that is aligned to the identified needs of the district and campuses that receive Title I funds that are aligned to the TEKS and are designed to implement best practices for increasing student achievement for students identified as at-risk.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide supplemental teaching positions to provide lower teacher to student rations on high-need, high poverty Title I campuses. **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 8/10, 8/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	$275,526	[X]	[ ]	5	District and campus budget reports	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 8/10-6/11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$14,535	[X]	[ ]			Academic assessments	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development that is aligned to the TEKS to support secondary science; and provide subsequent resources (including supplies and materials) to implement the training around individualized instruction strategies for students **Person(s) Responsible:** Director of Federal Programs, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$81,818	[ ]	[ ]		Surveys, walk-throughs	TAKS results, surveys	[X] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to utilize Title I, Part D Subpart 2 funds to provide subsequent resources (including supplies and materials such as library books) to implement the training around individualized instructional strategies for students identified as needing intervention **Person(s) Responsible:** Director of Federal Programs, Principal of Sparks **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$17,976	[ ]	[ ]		District and campus budget	TAKS results	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 47.4% to 60% by August 2011.

Objective:
To provide a clear understanding of the BE/ESL program to assure that all ELLs are being served in compliance with Chapter 89.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines. **Person(s) Responsible:** LPAC Chair/ Teachers **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	TAKS Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	TAKS Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	TAKS Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	TAKS & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on TAKS Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	TAKS Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 7, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** April 30, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities. **Person(s) Responsible:** Admin/Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinatorsand Program Supervisor **Completion Date:** October 29, 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	TAKS student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 3, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the new state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on TAKS, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Objective:
To provide a clear understanding of the BE/ESL program to assure that all ELLs are being served in compliance with Title III.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	TAKS Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & TAKS.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, TAKS Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	TAKS Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Objective:
Identify migrant students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available.
Identify migrant students who are missing significant amounts of instruction time by enrolling late and/or having excessive absences.
Provide information to help migrant parents access heath resources and heath care.
Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	MAS math curriculum Reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 31, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI MEP consultant **Completion Date:** September 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SSA district policy (on website)	[ ]	[ ]		Priority for Services report	Policy statement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant staff **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Region XI SSA Migrant Budget (purchase order)	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Meet with PFS migrant parents to explain how their students were identified and what services are available to these students. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent meeting Handouts Registration	[ ]	[ ]		Priority for services report	Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** Migrant consultant, community agencies **Completion Date:** May, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** Migrant consultant **Completion Date:** May, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
Identify and Implement ways to improve the overall health and fitness of our staff i and students in a cost effective manner to decrease lost work and student instructional time.

Objective:
By providing accurate information for employees, employees will make healthy life style choices. These choices will be reflected in an overall healthier staff, decreased illness and decereased need for the utilization of substitute staff. Decreased use of substitute staff will increase student instruction time by the educator responsible for the student. The students, in addition, will see adults who choose to do so, modeling healthy life style choices.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Insurance Dept, Director and Campus Nurse or Wellness Rep **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Principal Wellness Assessments	[ ]	[ ]		Particiaption of Employees in the Principapl Wellness screenings		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director of Health Services and Employee Wellness **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Center	[ ]	[ ]		Participation of Employees in Jazzercise classes at the Wellness Center- would like to have access to Wellness Center for employees to utilize before and after the work day with key card access	Better utilization of the equipment in the Wellness Center- DPSFG was writtten and submitted for key card access	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director and Wellness Day Commitee **Completion Date:** Spring Semester **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 750 employeess, family members and vendors attended the Fair in Feb of 2010	Positive response and anticiaption of Fair for 2011	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and nurses in collaboration with DRMC and the health dept. **Completion Date:** Fall **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Provide Seasonal Influenza Vaccines to all full and part time employees free of charge	[ ]	[ ]		All vaccine clinics were comleted on November 2, 2010 Over 1230 vaccines were adminsitered		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and Campus Wellness Reps **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent monthly to Wellness Reps for posting at campus		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Students **Person(s) Responsible:** Campus PE, Health and Coaches **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Fitnessgram Assessment	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Family and Community Involvement **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SHAC	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
Each campus nurse will participate in a PLC to incorporate and cultivate best practices for clincial, communication,and leadership skills and cultural diversity.

Objective:
To involve each nurse at the campus level to impact and improve learning on the campus.
At the district level, nurses will explore and initiate the professional learning needed to imporve their skills as a school nurse in the areas of clinical practice, communication skills, leadership skills and cultural diversity and understanding.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses **Person(s) Responsible:** each campus nurse **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Willing attitude with openness to change	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses **Person(s) Responsible:** each nurse **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Personal desire to improve personally and professionally	[ ]	[ ]			Campus nurses that seek each year to improve their personal and professional practice as a school RN	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses **Person(s) Responsible:** Director **Completion Date:** summer 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Establish a core group of nurses with the desire to identify the educational needs of the nurses	[ ]	[ ]		Commitee established Spring of 2010	PLC meets with director to plan inservice programs and to identlfy learning and skills needs of the group	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Director of Health Services **Person(s) Responsible:** **Completion Date:** Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Director attend PLC institute to further knowledge	[ ]	[ ]		attended Conference September of 2010	Director has understading of PLC process and is better equipped to lead the group	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses **Person(s) Responsible:** Aug 2010 **Completion Date:** Aug 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Inservice on PLC	[ ]	[ ]		August of 2010		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Cultural Diversity Awareness Training	[ ]	[ ]		Joe Ader- The Faces of Poverty Inservice - August 2010		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses- Membership in Professional Organizations **Person(s) Responsible:** All DISD RNs **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	National Assocaiton of School Nurses Texas Assocaiton of School Nurses Region XI School Nurse Organization Children's Medical Center SChool Nurse Consortium Cook's School Nurse Allaince Texas SChool Health Association	[ ]	[ ]		3 DISD nurses hold Board positions in Region XI Director - Board member of TSHA		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District Wide Staff Development	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Monthly staff meetings	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Sisterhood Organization	[ ]	[ ]		The Sisterhood organization allows the nurses to meet with other nurses in their geographic campus area to discuss, identify and address needs specific to the neighborhood area and population and identlfy ways to meet specific needs.		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses **Person(s) Responsible:** Director and NNA Co-ord. **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	New Nurse Academy	[ ]	[ ]			The nurses new to school nursing have the leadership and support of other nurses to decrease the frustration in a new position. The students are better served due to the support provided by the seasoned nurses.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
Support academic student success by utilizing the nursing process to provide attention to the health needs of the individual student resulting in a return to the classroom as quickly and safely as possible reducing lost instructional time. Students will be traiged and appropriate care will be administerd quickly and professionally. First Aid, CPR and Emergency Care training will be provided to staff as required.

Objective:
DISD nurses will support student success by assisitng students who can return to the classroom as quickly and safely as possible. The students who need to go home are sent home promptly. Emeregency care will be administered.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services **Person(s) Responsible:** Director and Campus Nurses **Completion Date:** Aug 2010- prior to the first day of class **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Provide written guidelines and instruction to staff for appropriate health room referrals	[ ]	[ ]		All campus nurses were expected to provide written guidelines to the staff	Decreased loss of classtime for inappropriate referrals to the health room	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Required Screenings **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Semester **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Screenings per State Guidlines	[ ]	[ ]		Grades Pre-K, K, 1, 3, 5 and 7 will receive vision, hearing adn diabetes type II risk assessment. Grades 5 and 8 will be screened for Scoliosis.	Students with vision and hearing problems can be identified with prompt intervention to minimize the impact on learning. Diabetes Type II risk assessment identification can lead tl medical follow up and intervention to minimize impact on overall health. Students with postural issues can be identified for refferal and futher care if indicated.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Services **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Provide the requirements for parents regarding exclusion and readmission for illness	[ ]	[ ]		Exclusion and readmission standards are posted on the Website for Health Services and the individual campus websites		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All employees **Person(s) Responsible:** all adults on campus **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Model and encourage healthy lifestyle choices	[ ]	[ ]		ongoing		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses and PE and Health Teachers **Person(s) Responsible:** Co-ordinate with Health Curriculum Coordinators: Kim Crane Beki Garcia Cathy Webb **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Provide classroom instruction in collaboration with classroom, PE and health teachers	[ ]	[ ]		Campus nurses visit classromms anad provide age and grade level appropriate level instruction based on the teacher request and TEKS	ongoing documentation of class room instruction in collaboration with the teacher and nurse	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
PE, Health Teachers **Person(s) Responsible:** PE Teachers Campus Athletic Coordinators **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Fitnessgram	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
EXPO students will engage in a curriculum that is rigorous and differentiated and will produce products based on that curriculum.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO curriculum will be created that emphasizes depth and complexity and combines with the Texas Performance Standard Project's (TPSP) advanced level products and units in grades 1 -8. **Person(s) Responsible:** GT Coordinator, GT teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, Campus libraries, GT Curriculum, TPSP curriculum	[ ]	[ ]		Notes and agendas from EXPO curriculum meetings, lesson plans	Advanced level products graded using the TPSP's rubrics	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Gifted and Talented Compliance

WIG 2 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Participate in 30 hours of staff development in the areas of gifted curriculum differentiation, the nature and needs of gifted children, the identification and assessment of gifted students, and the annual 6 hour update. **Person(s) Responsible:** GT Coordinator, GT presenters **Completion Date:** July and August 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT presenters, Current research, TAGT Conference, SMU Lecture Series	[ ]	[ ]		MAAC group brochure/e-mail, Eduphoria certificates	Evaluations by attendees	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal

Objective:
All Denton ISD students shall benefit from the services of a Comprehensive, Developmental Guidance and Counseling Program which is implemented by professional school counselors and supported by campus administration and staff.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Nov.1--Counselor Accountability Project submitted to Director of	Counselor plans; projects; and summary logs are evaluated by Director of Counseling and Assistant Superintendent for evidence of campus implementation. On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increase in promotion/graduation rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Principal must support the development and implementation of the comprehensive, developmental school counseling model. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)					Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan; • Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components.			

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up materials	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
In accordance with Policy EHBK, Each middle and high school will participate in the District "Education Go Get It Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • At least one public speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; MS Jan.8th Transition **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites	[ ]	[ ]		Agendas, notes and recommendations from Education Go Get It campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Objective:
Every student considered at risk of not graduating with his or her class will have a PGP developed and reviewed annually with parents, students, and teachers and counselor in order to support goals leading to high school graduation.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal gradu-ation plan (PGP) for each student enrolled in a junior high, middle, or high school who: • Is not likely to receive a high school diploma before the fifth school year following the student's enrrollment in grade level nine,as determined by the District. A PGP must: • Identify educational goals for the student • Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies. • Include an intensive instruction program described in EHCB • Address participation of the student's parent or guardian, in-cluding consideration of the parent's or guardian's educational expectations for the student, and • Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability. In addition, the PGP for each student entering 9th grade should identify a course of study that promotes college and work force readiness, career planning and transition from secondary to post secondary education. A student's IEP developed under EHBAB may be used as that student's PGP	District and Campus PGP forms and software At risk data including list of students failing one or more TAKS or EOC exams Board Policy EIC	[ ]	[ ]		Assignment of PGP responsibility to guidance counselor, teacher, or other appropriate individuals; Development of annual list of students at risk of not graduating with their class. Meetings scheduled with students and parents to develop and or review PGP	PGPs signed and delivered to Parents and on file with campus; Improvement in measures of academic achievement; removal from at-risk list; High School graduation achieved.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: Counselor, Teacher, adminsitrators as assigned by principals **Completion Date:** 8th grade and annual HS review **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)								

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy

Objective:
All Denton ISD campuses will have clear expectations for student behavior that promotes safety and the opportunity to learn in a safe environment, and publish clear and consistent rules and consequences for behaviors that interfere with student learning and safety.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Camus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Counseling Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Objective:
Annual Student and Staff Surveys, PEIMS Data, Safe and Drug Free Schools Advisory

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data Evidence of positive oucomes by campus counselors and reviews of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities

Objective:
To provide prevention of drug use and abuse; prevention of later stages of violent behaviors in all relationships; promote pro-social behaviors and embue children with hope, engagement, and a sense of positive well-being

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities

Objective:
To provide prevention of drug use and abuse; prevention of later stages of violent behaviors in all relationships; promote pro-social behaviors and embue children with hope, engagement, and a sense of positive well-being

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence in preparation for making appropriate referrals to the Student Assistance Counselor or other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Objective:
Students and families, referred to the social work office to assist with their diverse social, emotional, economic, and medical needs, are provided services by phone, interviews or home visits, and follow up is made with the campus, family or student to insure the effectiveness of the intervention provided.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2010-2011 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting Intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Weekly support to Gonzalez through direct social work services and parent education at the campus Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century, Extended School Day, Special Education, Adult and Community Education, and PTA Attendance at parent meetings at all campuses Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer			

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2010-2011 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($6,373.00 2010-2011) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: -student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district -receive transportation from current residence back to school of origin -qualify immediately for Child Nutrition Programs -participate fully in all school activities and programs they are eligible for -contact the district liaison to resolve any disputes that arise during the enrollment process -student retains homeless status for entire school year -students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: -referrals for community assistance -support to the child at school and at home -referrals for counseling and mental health assistance when requested -assistance in applying for Medicaid and Food Stamps -direct social work	786 students identified as homeless 2009-2010 school year 323 students identifed as homeless as of 11-15-10 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students in Special Education and the Teen Parent Program (SPED takes the lead) **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator Teen Parent Social Workers CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2010-2011 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Social Workers Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive services provided to teen parents Attendance at Region XI workshops on PRS and Life Skills Grant	5 students served collaboratively Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Social Workers Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2010 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Social Workers Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home until that time they are released by their physician to return to full time instruction at their home campus

Objective:
3.7 to 3.7.7 General Education Homebound in 2010-2011 Student Attendance Accounting Handbook which states that to qualify for funding, school districts must have policy and procedures approved by the local school board for implementation of General Education Homebound Instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2010-2011 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for GEH Instructor ($53,774) Substitute Teacher when caseload is high Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs	33 students provided homebound instruction 2009-2010 school year 10 students provided homebound instruction as of 11-15-10 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents, as determined by the Life Skills Program and who are at risk of dropping out of school.

Objective:
Texas Education Code 29.085 and 42.152 (f) and (g); General Appropriations Act 79th Texas Legislature, Section 111, Rider 61. (Far Fund Code:394) Life Skills Grant; DISD at risk data;dropout prevention data

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers are provided training and ongoing support through TEA, Life Skills Grant, and Coordinator of Teen Parent Program to ensure that all aspects of the Life Skills Grant and accountability to the grant are provided to the student and his or her campus **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2010-2011 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Life Skills Grant Entitlement $64,837 (district matches this amount dollar for dollar) One social worker paid thorugh grant and one social worker paid through SCE (same salaries $52,444) Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Life Skills Grant requires that the program provide for: -individual, peer, family and group counseling and support -job readiness -assistance with child care needs -transportation for students and their children to school and childcare centers -instruction related to knowledge and skill in child development, parenting and home and family living -assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs -homebound instruction for those students with a complication during their pregnancy and following the birth of their baby Documentation of case management services by the teen parent social workers Final evaluation report submitted by teen parent coordinator at completion of school year to TEA/Life Skills grant with specific planning and reporting data required PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings, conferences and workshops pertaining	170 students, male and female in program 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year 114 students, male and female in program as of 11-15-10 41 pregnancies as of 11-15-10 3 graduates as of 11-15-10 Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Life Skills grant and DISD	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2010-2011 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		Title 1 Middle School Parent Education Presentation at McMath Middle School on: 8-28-10 Parent Meetings for all Middle School Campuses at McMath Middle School held on: 9-7-10;9-18-10; 9-28-10 Lee Elementary Practical Parent Education Meetings for English and Spanish speaking families: 9-25-10; 11-13-10; 1-22-11;3-5-11 Ginnings, Wilson, Evers and Hodge Love and Logic Parent Meetings for English and Spanish speaking families: 11-4-10;11-18-10 Newton Rayzor Practical Parent Education classes in English and Spanish: 11-18-10;12-2-10;12-16-10 Participation in Paths To Scholarships event at RHS 10-28-10 Empowering Families District Wide Parent Education Event for English and Spanish speaking families: 2-12-10 Planning stages of providing weekly Parent Education opportunities and networking for families of children attending the school Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes	Increase parental potential Assist parents and guardians to further develop skills and awareness and resources that will support them to parent effectively Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

District Improvement Plans
WIGS (Wildly Important Goals)

2010-2011 District Improvement Plan
Denton Independent School District

Academic Guidance

WIG 1 – Ideal State (Goal):
All Denton ISD School counselors will provide Academic guidance for students and parents regarding post secondary education opportunities. (EJ and EHBK policies; and EIC)

Objective:
100% of Denton ISD School Counselors will document activities; sessions; events designed and implemented on their campus to build a college-going culture.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. Each counselor at an elementary or middle school must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid, and requirements. a. Elementary College Day/Week & PTA meetings b. MS/HS Education Go Get It weeks c. College Advisement guidance in HS; MS d. Career Counseling K-12 **Person(s) Responsible:** campus Counselors and Career Counselors **Completion Date:** Include activity dates in annual plan due Oct. 1 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures and materials from The Higher Education Coordinating Board http://www.thecb.state.tx.us/ College Board and ACT; IBO; AP; PSAT; GO Centers Texas; TACAC; TCCA; Region XI Trainings MS College Ed MS & HS PTS Career/College Counseling program District Resources; High School Course Catalogue; Nortex College Fair Sallie Mae Financial Aid Forum; Test Prep Dates at local High Schools.	[ ]	[ ]		Elementary College Day or Week activities scheduled; MS and HS plan for Education Go Get It Week; Advertisements for district events for parents and students at the high schools (test prep; PSAT; ACT & SAT; IB program) ; PSAT score interp. meeting scheduled. MS/HS Guidance sessions	Record of campus activity and participation; copies of flyers and newsletter advertisements; copy of requests for call out; Counselor log for classroom guidance and parent meetings; increased attendance at Nortex; Growth of PTS at MS and HS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
2. Middle School Counselors must also notify students/parents of the TEXAS Grant and TEACH for TEXAS programs and eligibility requirements for each program. (see EJ legal for more information). **Person(s) Responsible:** Middle School Counselors **Completion Date:** During or before scheduled Education Go Get It Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Same as above	[ ]	[ ]		Document plan for distributing information in annual plan due Oct.1	Copy to file of presentation notes, flyer, and or sign in sheets	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. Each HS Counselor is required to provide information to students and parents in the first year and senior year of high school regarding the advantages of : the Recommended or higher (DAP) diploma plan; Disadvantages of GED; Financial Aid availability and requirements; Automatic admission and notification of TEXAS Grant and TEACH for Texas Program (see EJ and EIC for more information). **Person(s) Responsible:** Each HS Counselor **Completion Date:** Throughout the year and during Education Go Get It week and other events such as 8th grade parent/student transition meetings; open house; PTA meetings **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Same as above	[ ]	[ ]		Document plans to distribute information through guidance program and parent meetings as a part of the annual plan due Oct. 1 annually	Website information; calendared events for parents and/or students; Copy of agenda for guidance and/or parent meetings	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
4. Per policy EIC, each high school shall post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions: a. require that each HS counselor and class advisor be provided a detailed explanation of the substance of the program; b. provide each student, at first registration for one or more classes required for high school graduation, with a written notification, using form adopted by the Commissioner, of the substance of the program. c. require that each high school counselor and senior class advisor explain to eligible students the substance of the program; d. require that at the beginning of grades 10 and 11, a certified counselor explain the requirement of automatic admission to a general academic teaching institution to each student who has a grade point average in the top 25 percent of the student's high school class (see EJ), and e. not later than the 14th day after the last day of classes for the fall semester, provide each eligible senior student and each junior student who has a gpa in the top 10% of the class and the student's parent or guardian, with a written notification using the appropriate form adopted by the Commissioner of the student's eligibility with a detailed explanation in plain language of the substance of the program (see EIC for more gpa information) **Person(s) Responsible:** Counselors and class sponsors **Completion Date:** 8th grade registration; beginning of grades 10 and 11; eligibility written notice no later than 14 days after last day of class for fall semester provide written notice of eligibility for each junior and senior in top 10% of class **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Commissioner of Education Documents located at TEA website and College for All Texans website and O drive: Counseling services	[ ]	[ ]		posting of signs; scheduling of meetings with counselors/class sponsors; distribution of materials. List of eligible students for Junior and Senior classes.	Check list of students & parents who rec'd eligibility letters. Meeting announcements and sign in sheets.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Adult and Community Education

WIG 1 – Ideal State (Goal):
100% of all Adult Ed. Employees who seek to retain employment with our program will meet state mandated in-service requirements. Enrollment data will be 100% accurate and filed in a timely manner to meet all state and federal guidelines.

Objective:
Professional development session leaders provided by Texas LEARNS and North Texas GREAT Professional Development Center. As our programs continue to grow, our department will need additional teachers, support staff, and clerical staff to meet the needs of our state and federal reporting requirements.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Six state required teacher in-service trainings, for adult education teachers/teacher aides **Person(s) Responsible:** Steve Johnson, Director Adult Ed. Daniel Correa, Instructional Coordinator **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Adult Ed. Administrative Staff	[ ]	[ ]		The teacher training sessions	In-service sign in sheets and in-service evaluations	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Prepare for program TEA Audit **Person(s) Responsible:** Steve Johnson, Director Adult Ed. Daniel Correa, Instructional Coordinator **Completion Date:** 2010-2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Adult Ed. Administrative Staff	[ ]	[ ]		Program Administrative staff maintain all required files,evaluations, program databases & performance measures	TEA Audit Evaluations outcome	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Adult and Community Education

WIG 2 – Ideal State (Goal):
Class offerings for Adult/Community Education students will increase by 5%. Enrollment data will be 100% accurate.

Objective:
According to Census data and data from the National Institute for Literacy, we project that approximately 100,000 individuals within our area are educationally disadvantaged (people who lack a high school diploma/GED or need English language instruction). As our programs continue to grow, our department will need additional teachers, support staff and clerical staff to meet the needs of our students and our state and federal reporting requirements.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase program by 3 new Adult Education classes for GED/ESL • 1 ESL (Denton) • 1 ESL (Collin County) • 1 GED (Denton) **Person(s) Responsible:** Steve Johnson, Director Adult Ed. Daniel Correa, Instructional Coordinator **Completion Date:** 2010-2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Adult Ed. Teachers	[ ]	[ ]		Program class listing in TEA Adult Ed. TEAMS Reporting system/Adult Education Annual Report	Class attendance rosters & monthly reports	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement feedback system for High School Principals for verification of student enrollment/attendance **Person(s) Responsible:** Steve Johnson, Director Adult Ed. Daniel Correa, Instructional Coordinator **Completion Date:** 2010-2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Adult Ed. Teachers	[ ]	[ ]		Maintain a tracking system that provides schools with student enrollment/attendance information	Adult education monthly report providing student information on a monthly basis	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Adult and Community Education

WIG 3 – Ideal State (Goal):
Class offerings for Adult/Community Education Students will increase by 5%.

Objective:
Active involvement in community and parent groups to encourage participation in programs. Use of local newspapers and media outlets to encourage participation in programs.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase classes by 4 new Community Education offerings • 1 computer classes • 1 foreign language class • 1 self help classes • 1 Investment classes **Person(s) Responsible:** Steve Johnson, Director Adult Ed. Daniel Correa, Instructional Coordinator **Completion Date:** 2010-2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community Ed. Teachers	[ ]	[ ]		Community Education Brochure, Class Registrations	Class attendance rosters	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Will revise and improve Adult and Community Education Brochure. **Person(s) Responsible:** Steve Johnson, Director Adult Ed. Daniel Correa, Instructional Coordinator **Completion Date:** 2010-2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Adult/Community Staff and Publication Center	[ ]	[ ]		Formatting and design of the brochure.	Adult/Community Education Brochure.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Adult and Community Education

WIG 4 – Ideal State (Goal):
Enrichment class offerings for Extended School Day Students will increase by 10%. Extended School Day programs will be staff and ready to begin on the first day of school.

Objective:
As our programs continue to grow, our department will need additional extended school day leaders, support staff and clerical staff to meet the needs of our students and help us grow t include every elementary school campus in the Denton ISD.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Will open an Extended School Day Program at each new Elementary School **Person(s) Responsible:** Steve Johnson, Director ESD Program Coordinators **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	ESD Staff	[ ]	[ ]		Implementation of programs on each campus	Extended School Day enrollment figures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Will implement enrichment classes in the areas of Fine Arts **Person(s) Responsible:** Steve Johnson, Director ESD Program Coordinators **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	ESD Staff	[ ]	[ ]		Implementation of programs on each campus	Extended School Day enrollment figures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Will continue to support TAKS preparation studies through Math and Reading Clubs **Person(s) Responsible:** Steve Johnson, Director ESD Program Coordinators **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	ESD Staff	[ ]	[ ]		Implementation of programs on each campus	Extended School Day enrollment figures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Will open new ESD Pre-School Program @ Gonzalez School For Young Children **Person(s) Responsible:** Steve Johnson, Director ESD Program, ESD Coordinator **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	ESD Staff	[ ]	[ ]		Implementation of program at campus	Extended School Day enrollment figures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Attendance

WIG 1 – Ideal State (Goal):
Increase overall attendance rate to 96.2% for the 2010-2011 school year.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
District attendance officers will continue to work at increasing the role of the attendance offices at the Middle School and Elementary School level and the Attendance Liaisons will do the same at the high school level. **Person(s) Responsible:** Director of Student Support Services. **Completion Date:** 8/10 thru 6/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District Attendance Officers, Attendance Liaisons at High School level.	[ ]	[ ]		Communication between campuses and student support services office.	Continued improvement in attendance reporting.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to meet with Municipal Court and Justice of the Peace judges as needed. **Person(s) Responsible:** Deputy Superintendent Assistant Superintendent Director of Student Support Services **Completion Date:** 8/10 thru 6/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Judges and their staff; Deputy Superintendent; Asstistant Superintendent; Director of Student Support Serices and Staff;	[ ]	[ ]		Work with Municipal Court and Justice of the Peace Courts to create prevention and non attendance reduction programs. Attendance parenting classes developed and administered by the district attendance officers.	Court records and records from the student support services department.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Attendance personnel will conduct faculty/administrative information sessions at the campus level to empower staff with the laws, procedures and processes involved in promoting attendance. **Person(s) Responsible:** Director of Student Support Services; **Completion Date:** 8/10; 1/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Attendance Officers; District Attendance Liaison.	[ ]	[ ]		August meeting at the Annex and if needed a meeting in Janurary. Also, follow up on campuses as needed.	Success of campus staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus attendance committees (Mandated by Law) **Person(s) Responsible:** Campus Principals **Completion Date:** August 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		Reported to student support services office in August.	Meetings with students about attendance.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinator of Support Services and staff will be utilized to help control chronic truancy. By providing families with various skills and information, referral and case management services, students' attendance will be significantly improved **Person(s) Responsible:** Coordinator of Social Services, Attendance Officers Principals **Completion Date:** 8/10 thru 6/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Coordinator of Support Services.	[ ]	[ ]		Meetings with families.	Reviewed by coordinator. Follow up by attendance officers.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update and give to campuses the attendance manual that outline procedures for entry and withdrawal of students, and the accounting and recording of student attendance. **Person(s) Responsible:** Director of Student Support Services; PEIMS Coordinator **Completion Date:** 8/10 thru 6/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State laws and district policies.	[ ]	[ ]		Each campus is given a manual at the August meeting.	The success of following procedures on campuses.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Bilingual/ESL

WIG 1 – Ideal State (Goal):
Enhance and increase the knowledge of bilingual/ESL teachers through staff development aiming to impact and improve ELL achievement and their acquisition of academic English language in order to reach proficiency on the state academic achievement standards (TEKS) and state academic assessments (TAKS,TELPAS & SELI/ELI) .

Objective:
Ensure Bilingual/ESL teachers are equipped with the knowledge and skills necessary to linguistically accommodate and make content comprehensible for ELLs to ensure the district meets and surpass the performance under the ELL Progress measure.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide Summer SIOP and ongoing training to recently ESL certified teachers and teachers interested in gaining skills for making content comprehensible for ELLs. **Person(s) Responsible:** BE / ESL Coordinators **Completion Date:** June - October 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	99 Ideas and Activities for Teaching ELLs with the SIOP® Model Title III Funds	[ ]	[ ]		Formal & Informal Classroom Observations (Walk-through checklist, notetaking) , Eduphoria-sign-in sheet(s) & surveys,	Benchmarks & State academic assessment outcomes-TAKS ELI, SELI & TELPAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to offer the summer ELL specialized professional development to provide effective strategies that help ELLs understand academic content and develop proficiency in the English language. **Person(s) Responsible:** Director & Coordinators of BE/ ESL Programs **Completion Date:** Aug. 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	ELPS BE/ESL Block Funds	[ ]	[ ]		Formal & Informal Classroom Observations (Walk-through checklist, notetaking) , Eduphoria-sign-in sheet(s) & surveys,	Student Assessment Outcomes-TELPAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to facilitate professional learning of Deepening Comprehension strategies to strengthen the L1 to facilitate the L2 in the bilingual classroom. **Person(s) Responsible:** BE/ ESL Elementary Coordinators **Completion Date:** Aug. 2010 - May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The Comprehension Toolkit Title III	[ ]	[ ]		Formal & Informal Classroom Observations (Walk-through checklist, notetaking) , Eduphoria-sign-in sheet(s) & surveys,	Benchmarks & State academic assessment outcomes-TAKS ELI, SELI & TELPAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
"Grow Our Own" ESL Certified Teachers by providing PreK-12th grade teachers with ESL certification preparation classes. **Person(s) Responsible:** Program Supervisor, Bilingual Elementary Coordinator **Completion Date:** Fall 2010 & Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	ESL resources (teacher study guides) Title III Funds	[ ]	[ ]		Formal & Informal Classroom Observations (Walk-through checklist, notetaking) , Eduphoria-sign-in sheet(s) & surveys	ESL Certified Teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to demonstrate balanced instruction in two languages in a Transitional Bilingual classroom to aid in the development and understanding of language of instruction. **Person(s) Responsible:** BE / ESL Elementary Coordinators **Completion Date:** Aug. 2010 - June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Language of Instruction Resources	[ ]	[ ]		Clasroom Walkthroughs, Language of Instruction Student Cards	Benchmarks & State academic assessment outcomes-TAKS ELI, SELI & TELPAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct Path to Proficiency-Thinking Maps for ELLs professional development **Person(s) Responsible:** BE / ESL Coordinators **Completion Date:** Summer 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Thinking Maps for ELLs Resource Binder Title III	[ ]	[ ]		Formal & Informal Classroom Observations (Walk-through checklist, notetaking) , Eduphoria-sign-in sheet(s) & surveys	Benchmarks & State academic assessment outcomes-TAKS ELI, SELI & TELPAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Video-tape model lessons of bilingual/ESL classrooms and professional development sessions and make available for viewing online. **Person(s) Responsible:** BE / ESL Elementary & Secondary Coordinators **Completion Date:** Aug. 2010 - June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Video camera	[ ]	[ ]		Surveys	Benchmarks & State academic assessment outcomes-TAKS ELI, SELI & TELPAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Offer staff development opportunities for preK-2nd teachers to strengthen phonemic awareness concepts in Spanish and English.. **Person(s) Responsible:** BE / ESL Elementary Coordinators **Completion Date:** Aug. 2010 - June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Heggerty Resources BE/ESL Block Funds	[ ]	[ ]		Formal & Informal Classroom Observations (Walk-through checklist, notetaking), Eduphoria-sign-in sheet(s) & surveys	State academic assessment outcomes-ELI, SELI	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to collaborate with curriculum coordinators to provide linguistically accommodated instruction and to implement the ELPS in the four content areas through planning, staff development, and curriculum writing. **Person(s) Responsible:** BE/ESL Coordinators **Completion Date:** Aug. 2010 - June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	ELPS resources	[ ]	[ ]		Surveys & Agendas	Eduphoria-Forethought	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Train, observe, model, and coach bilingual/ESL teachers using researched-based instructional practices: • Language of Instruction • SIOP-Sheltered Instruction Components • Deepening Comprehension Strategies • Dual Language Critical Components • ELPS-Linguistic Accommodations • Path to Proficiency-Thinking Maps for ELLs • Models of co-teaching for elementary ESL inclusion teachers **Person(s) Responsible:** BE/ ESL Coordinators **Completion Date:** Aug. 2010 - May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Classroom Observation Checklists	[ ]	[ ]		Surveys & Agendas	Benchmarks & State academic assessment outcomes-TAKS ELI, SELI & TELPAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff development to bilingual paraprofessionals in the following areas: • Validity & Reliability in Administering the OLPT Woodcock-Muñoz Revised • LPAC Process • Small Group Instruction: Heggerty Phonological Awareness **Person(s) Responsible:** BE/ESL Program Supervisor, Testing Specialist, BE/ESL Coordinators **Completion Date:** Sept. 2010 - May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	OLPT resources (WMLS-R), instructional material (Heggerty)	[ ]	[ ]		Surveys & Agenda, Blue Folder Documentation, WM Assessment Documents	SELI & Woodcock Muñoz Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide planning sessions with Pre-K bilingual teachers to ensure the integration of best practices in the area of math and reading. **Person(s) Responsible:** Bilingual/ESL Coordinator **Completion Date:** Sept. 2010 - May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Spanish Big Books	[ ]	[ ]		Surveys & Agendas	Pre-K Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide on-going dual language professional development for kindergarten dual language teachers focusing on the implementation of an enriched and consistent district-wide one-way program. First grade bilingual teachers and two-way dual language teachers will receive professional development on the critical components necessary to implement the program during the 2011-2012. **Person(s) Responsible:** Bilingual/ESL Coordinators **Completion Date:** August 2010, October 2010, January 2010, & February 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Dual Language Handbook & Bilingual Instructional Resources	[ ]	[ ]		Formal & Informal Classroom Observations (Walk-through checklist, notetaking), Eduphoria-sign-in sheet(s) & surveys	Benchmarks & State academic assessment outcomes-TAKS ELI, SELI & TELPAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Pilot conversational Spanish sessions for campus staff to assist with their communication with bilingual students and parents. **Person(s) Responsible:** Director of Bilingual/ESL Bilingual/ESL Coordinators **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Spanish Resources	[ ]	[ ]		Eduphoria-sign-in sheet(s) & surveys	Increase in parental involvement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Bilingual/ESL

WIG 2 – Ideal State (Goal):
Ensure that all ELLs are instructed by certified bilingual or ESL teachers in order to meet state program compliance, provide linguistic accommodations that would serve to improve student achievement.

Objective:
Provide campus-wide support and guidance to administrators and teachers in the areas of student identification, placement, and program implementation for bilingual/ESL students.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase the number of bilingual/ESL sections district-wide commensurate with student growth to address the cognitive, linguistic (Spanish and English), and affective needs of ELLs. **Person(s) Responsible:** Director of BE/ESL Programs **Completion Date:** July 2010 - June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Block Funds Certified BE/ESL Elementary Teachers	[ ]	[ ]		LPAC/LEP Report, Projected BE/ESL student enrollment	PEIMS data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Increase the number sheltered area classes in the four content areas in middle and high schools in order to make content comprehensible for ELLs and provide a rigorous and aligned adapted curriculum through the development of a linguistically accommodated instructional. **Person(s) Responsible:** Director of BE/ESL and MS/HS ESL Coordinators **Completion Date:** July 2010 - June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Sheltered/ESL teachers, instructional materials, BE/ESL Block Funds	[ ]	[ ]		Formal & Informal Classroom Observations	PEIMS data, credits earned, Student Assessment Outcomes	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Support implementation of a district-wide One-Way and Two-Way Elementary Campus Dual Language (DL) Program by providing training and support: • On-going DL Observation & Classroom Support • Team-Teaching Curriculum & Instructional Planning • DL Language Institute • Parent Meetings • Logistical Meetings • Drs. Gomez & Gomez Classroom Visits/ Program Evaluation **Person(s) Responsible:** Director & Coordinators of BE/ ESL Programs **Completion Date:** July 2010 - June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Biliteracy Instructional Materials Title III Funds	[ ]	[ ]		Formal & Informal Classroom Observations, Sign-in Sheets & Surveys, Communication on District-Wide Findings on Program Implementation by Drs. Gomez & Gomez and Coordinators	Student Assessment Outcomes- TAKS, ELI, SELI, & TELPAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide continuous LPAC campus support for the appropriate program placement and assessments of LEP students through the following staff developments: • LPAC Process & Documentation • Using Assessment Results to Create ELL Intervention Strategies • Determining Language of Assessment • Referring an ELL to Special Education • Role of the LPAC Parent • LEP Report • Woodcock Muñoz ELL Identification Assessments, • TELPAS, PBMAS, LAT • ELPS **Person(s) Responsible:** BE/ESL Program Supervisor **Completion Date:** Aug. 2010 - May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LPAC Chairperson, OLPT, LPAC manual and forms	[ ]	[ ]		Sign-in Sheets & Surveys, LEP Documentation	PEIMS data, LEP Report and LPAC minutes	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Host principal meetings to discuss best practices and determine district-wide implementation of programs. **Person(s) Responsible:** Director of BE/ESL Programs **Completion Date:** July 2010 - June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus Administrators	[ ]	[ ]		Agendas. Sign In Sheets	Student Assessment Outcomes- TAKS, ELI, SELI, & TELPAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Review blue LEP folders district-wide to ensure the LPAC process is documented and all components meet compliance. **Person(s) Responsible:** BE/ESL Program Compliance **Completion Date:** July 2010 - June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LPAC Chair, Blue LEP Folders, & Chapter 89 Requirements	[ ]	[ ]		Database with Findings	100% Accuracy in PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
ESOL teachers develop and write ESOL I & II curriculum document using UBD aligned to the new ELA/TEKS. **Person(s) Responsible:** HS ESL Coordinator **Completion Date:** July 2010- November 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Hampton-Brown Edge, ELPS Resources, TEKS, Technology Resources	[ ]	[ ]		Eduphoia-Forethought	Student Assessment Outcomes: TAKS, TELPAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Bilingual/ESL

WIG 3 – Ideal State (Goal):
Strengthen Bilingual/ESL instruction through the integration of foundational knowledge and skills.

Objective:
To meet and surpass the state standards under the Science Performance for Bilingual, ESL and Parent Denial Indicator evaluated in the Performance-Based Monitoring Analysis System (PBMAS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Formulate a Continuous Improvement Plan with Core Analysis Team to identify areas of needed improvement based on desegregation of TAKS and PBMAS data. **Person(s) Responsible:** Core Analysis Team (C.A.T), Director of BE/ESL, Program Supervisor **Completion Date:** Aug. 2010 - June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	PBMAS reports, sub pay for participants BE/ESL Block Funds	[ ]	[ ]		Improvement plan, Participation Sign-in Sheets	PBMAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with district's Social Services Department to provide a district-wide Parent Conference in both English and Spanish that targets building healthy relationships at home and at school. **Person(s) Responsible:** BE/ESL Coordinators Program Supervisor **Completion Date:** February 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ ESL program video, brochure, handouts,	[ ]	[ ]		Agenda Sign-in Sheet Parent Participation	Parent Surveys	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide FGO & GOL leadership programs across MS campuses. Conduct annual 9th grade Path to Scholarship ELL assembly to motivate students to remain in school and suceed academically become our future leaders. **Person(s) Responsible:** M.S. and H.S. ESL Coordinators and appointed High School Staff **Completion Date:** June 2010 - May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Denton Public School Foundation Grant	[ ]	[ ]		Student participation	Student Assessment Outcomes, Surveys	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
District-wide vertical and horizontal alignment of the ESL curriculum in grades PreK-8 using the new ESL adoption (State Funding Approval Spring 2011). Increase rigor and ensure implementation of grade level TEKS and ELPS. **Person(s) Responsible:** BE/ESL Director, BE/ESL Coordinators **Completion Date:** July 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Coordinators, teachers BE/ESL Block Funds	[ ]	[ ]		Review during ESL curriculum writing sessions	Eduphoria! Forethought	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Design elementary Spanish science curriculum to include integration of foundational knowledge and skills for second language acquisition and content instruction including preventions to address the cognitive, linguistic and affective needs of ELLs as follows: • Target the (Spanish) science content area to provide support for teachers, students, and parents. • Provide Saturday School for bilingual 3rd- and 4th graders focusing on reading and math. Fifth graders will focus on science and math TEKS and TAKS objectives. • Continue to translate all curriculum science lessons, benchmarks, documents, vocabulary, and TEKS. • Bilingual teachers will identify TEKS objective weaknesses to plan and develop Spanish science lessons and resources. • Title I K-5 science teachers, , will attend a Science Academy to empower them to become experts in the field of science and focus on targeted objectives. • 5th grade science and bilingual/ESL teachers and district administrators, not already trained, will be trained in SIOP. Those trained will incorporate it in their classrooms. • Hold parent meetings in both English and Spanish, at different levels, to discuss the family's role in their child's education and to acculturate them to the nuances of the U.S. school system and provide them with an understanding of content area TEKS and TAKS with a focus on science. • Provide Science and Math targeted instruction to ESL middle school students during summer school. **Person(s) Responsible:** BE/ESL Director, BE/ESL Coordinators **Completion Date:** Aug. 2010 - June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Coordinators,teachers, Sub days, Curriculum Instructional materials in both languages Title III Funds	[ ]	[ ]		Review of student pre-assessment data, Registration forms, Formal & Informal Classroom Observations, Teacher participation, Parent participation	Student assessment outcomes	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure LEP students graduate on the RHSP/DAP diploma plan by providing the following: • Offer summer school for H.S. ESL students for credit retrieval purposes and give them the opportunity to graduate on time. • Establish a district-wide monitoring process through the counselors to ensure that LEP students graduate under the required graduation plans. • Expand the Path to Scholarship® program for all ESL students in all middle and high schools to promote academic achievement and encourage education beyond high school. **Person(s) Responsible:** M.S./H.S. ESL Coordinators Counselors & Campus Representatives **Completion Date:** Aug. 2010 - May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Path to Scholarships materials Title III Funds	[ ]	[ ]		Class schedules, Graduation Plans, Student grades, Program participation	LEP students graduating under RHSP/DAP plan PBMAS Indicator	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Bully Prevention

WIG 1 – Ideal State (Goal):
Each DISD Campus will implement a bully prevention plan in accordance with district policy and procedure and state law

Objective:
Reduce the incidents of inappropriate behaviors that negatively impact a student's right to safe and supportive educational environment.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention in alignment with Board Policy; Forms/procedures posted on the O Drive, the Discipline Plan in the DIP; and the Code of Conduct. Information about district freedom from bullying policy shall be distributed annually to District employees and included in handbook. **Person(s) Responsible:** Principal; Coordinating Committee; Counselors **Completion Date:** Plan in place by Nov.1; Submit to Director of Counseling **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Board Policy FO Legal FFI Local District Guidelines for Bully Prevention; Intervention Checklist and Evaluation (“O” drive; Counseling Folder; Bully Prevention) Character Education and Bully Prevention materials as determined by campus committee.	[ ]	[ ]		Meeting Agendas and minutes; Needs Assessments Campus climate surveys Lists of materials for classroom guidance, staff and parent education identified and ordered	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All Campus Staff are trained in the Campus Bully Prevention Plan **Person(s) Responsible:** Principal & Campus Bully Prevention Coordinating Committee **Completion Date:** Prior to Nov 1 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Campus developed plan & materials & district policies procedures above	[ ]	[ ]		Trainings developed and attended annually at campus level and as offerred by district.	All Staff understand the report process for allegations of bullying behaviors.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Parent notification of campus plans **Person(s) Responsible:** Principal/ committee designee **Completion Date:** prior to Nov 1 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Campus website; newsletter; PTA; e-mail alert	[ ]	[ ]		Parent information documents developed and distributed; PTA leadership notified and presentations made if needed.	Reports of bullying made via district report form and responded to appropriately by administration.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Written notification of bully investigations by principal are submitted to the Supt. or designee as required by Board Policy **Person(s) Responsible:** Administrator in charge of Discipline **Completion Date:** written report due within 10 days of incident **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policy FFI Local and or FFH	[ ]	[ ]		Allegations of bullying investigated in a timely manner; and any actions taken documented as required.	Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required.	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Annual evaluation of campus bullying plan **Person(s) Responsible:** Principal and Coordinating committee **Completion Date:** Yearly at start or end of year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Campus prevention coordinating committee reports; review of numbers of bully incidents; effectiveness of plan; revisions and action plans as necessary.	[ ]	[ ]		Submission of documents	Updated prevention & intervention plan ready annually	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Career and Technology

WIG 1 – Ideal State (Goal):
Survival of HB 3485 and TEA required changes in courses and TEKS mandated to implement in 2010-11 without funding support

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Restructure CTE programs to align with state HB 3485. Over 600 CTE courses restructured into less than 199 options. All districts required to model after federal career clusters. Rewrite of all district counseling materials, CTE courses and counseling process **Person(s) Responsible:** CTE Director **Completion Date:** 2010-2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEA crosswalk, Teacher Feedback, current instructional settings, College standards, career counseling process	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Professional Development Series to target: Non-traditional Enrollment, New TEKS, Achieve Texas **Person(s) Responsible:** CTE Director **Completion Date:** 2010-2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Career Counselors, Region XI, Instructional Support Materials & Training	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

College Admissions

WIG 1 – Ideal State (Goal):
The average SAT score for students in the Denton Independent School District will increase by 10 points. The average ACT Score for students in the Denton Independent School District will increase by 1. The percentage of students sitting for the SAT or ACT will increase by 5%. 99% of all tenth and 11the grade students will sit for the PSAT/NMSQT. The availability of on-line SAT preparations will be available to 100% of DISD High School Students.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Admission test improvement and district-wide staff development efforts for AP, Pre-AP, and teachers in core subject areas will be coordinated by the Curriculum and Staff Development staff, including involvement of the College Board. **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The 2009-10 College Admission Tests results will be carefully analyzed and disaggregated to study the results of all campuses and special analysis groups. Classroom teachers of college prep (AP and Pre-AP) courses will receive a report that details the progress of these students. Staff development and in-service opportunities for college Students will be encouraged to enroll in challenging courses and to pursue the Distinguished Academic Program and Recommended Program of graduation. **Person(s) Responsible:** Campus Administration Curriculum Campus Administration Curriculum Campus Administration Counselors Curriculum **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Evaluate Progress Evaluate Progress Evaluate Progress	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Each secondary campus will complete the SAT question of the day Campus wide. DISD will implement a district wide on-line SAT preparation curriculum available to all students. All 10th and 11th All 9 grade students will take the PSAT on the second Tuesday in October to aide in curriculum development,	Evaluate Progres Evaluate Progres Evaluate Progres Evaluate Progres Evaluate	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SAT preparation, and identification of potential National Merit Scholars. All 9th grade students will take a "release" PSAT on the second Tuesday in October to aide in curriculum development, SAT preparation, and identification of potential National Merit Scholars. Other assessments may be used to assist in the identification of potential scholars. Parent informational meeting will be held on each high school campus to review PSAT score reports, explain the Natl Merit Process, and introduce the SAT Readiness component. **Person(s) Responsible:** Classroom Teachers Campus Administration Campus Administration Campus Administration Campus Administration **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Progres							

2010-2011 District Improvement Plan
Denton Independent School District

Compensatory Education Homebound Instruction

WIG 1 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Objective:
Section 9 of the 2010-2011 Student Attendance Accounting Handbook states that Compensatory Education Home Instruction (CEHI) is the mandatory support service component districts offer in Pregnancy Related Services (PRS) in order to receive weighted ADA funding while the student is coded in PRS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
CEHI Homebound instructor notified and homebound begins when need for homebound services are identified **Person(s) Responsible:** CEHI Instructor Teen Parent Social Workers Teen Parent Program Coordinator **Completion Date:** 2010-2011 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Social Workers Teen Parent Program Coordinator	[ ]	[X]	53,774	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive services provided to teen parents Attendance at Region XI workshops for PRS and Life Skills Grant	44 students received CEHI 2009-2010 school year 34 students received CEHI as of 3-1-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students in Special Education and the Teen Parent Program (SPED takes the lead) **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator Teen Parent Social Workers CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2010-2011 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Social Workers Teen Parent Program Coordinator	[ ]	[X]	53,774	Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive services provided to teen parents Attendance at Region XI workshops on PRS and Life Skills Grant	5 students served as of 3-1-11 Decrease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Social Workers Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2010-2011 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Teen Parent Social Workers Teen Parent Program Coordinator Instructor at FMHS	[ ]	[ ]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years	Utilization of existing teaching position at an available and accessible campus Substitute not required	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Completion/Dropout

WIG 1 – Ideal State (Goal):
Increase the completion rate to 99.2% overall and decrease the dropout rate to 0.2

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administtrators and registrars on each secondary campus identify students who are non-graduates from the previous year and have not returned to school after the summer break. Using this information and information provided by the district'sPEIM's Coordinator the campuses attempt to locate these students. **Person(s) Responsible:** Deputy Superintendent; Director of Student Support Services; Secondary Principals & Staff; Coordinator of PEIMS. **Completion Date:** 10/09 thru 1/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		Meetings facilitated by the Deputy Superintendent.	By the number of students found during the process.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Attendance problems and at-risk students will be targeted as a priority at the front end of the dropout cycle. Alerts will be made to the campus CARE TEAM. This will initiate immediate action by the attendance personnel assigned to the campus. **Person(s) Responsible:** CampusPrincipal; Campus Staff, Coordinator of Student Assistance Programs. **Completion Date:** 8/10 thru 6/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		Number of students referred to CARE TEAM.	Identifying and keeping these students off the dropout list.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain staffing for the Intervention/Prevention Specialist on the secondary campuses. **Person(s) Responsible:** Coordinator of Student Assistant Programs. **Completion Date:** 8/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		Identifying possible dropouts.	Reducing number of dropouts.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with attendance personnel assigned to each campus to work with at-risk students and their families. **Person(s) Responsible:** Director of Student of Support Services; PEIMS Coordinator. **Completion Date:** 8/10 thru 6/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time; Attendance Officers; District Attendance Liaison; Campus Attendance Liaisons.	[ ]	[ ]		Identify at-risk students.	Prevention of dropout for these students.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with community leaders and businesses. **Person(s) Responsible:** Deputy Superintendent; Director of Student Support Services. **Completion Date:** 8/10 thru 6/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Deputy Superintendent; Attendance Officers.	[ ]	[ ]		Deputy Superintendent monthly meetings and personal contacts. Attendance officers work with businesses.	Lower dropout rate.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Discipline

WIG 1 – Ideal State (Goal):
Decrease the number of Discipline Assignments of ISS and above by 5%. Maintain data integrity to 100% accuracy and integrity

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize a process which involves a diverse cross-section of our school community in the development of a District Discipline Management Plan and a review of existing policies which fosters consistency and specific strategies to improve student behavior. **Person(s) Responsible:** Deputy Superintendent J. Wilson **Completion Date:** Spring 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Train campus administrators in content and procedures of the DMP **Person(s) Responsible:** Deputy Superintendent J. Wilson **Completion Date:** Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Train campus staff in content and procedures of DMP. **Person(s) Responsible:** Deputy Superintendent J. Wilson **Completion Date:** Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Increase and improve quality of parental involvement in proactive, preventative measures pertaining to student discipline. **Person(s) Responsible:** Deputy Superintendent J. Wilson **Completion Date:** Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

EE-2 ELAR

WIG 1 – Ideal State (Goal):
Support the increase of 3rd grade scores in Reading TAKS Objective 1 (Basic Understanding of Culturally Diverse Texts-Comprehension) from 85% to 90% in all accountability groups by May 2010.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development to strengthen understanding and implementation of the 2009-2010 ELAR TEKS. • K-5 Teachers summer and fall 2009 • Principals and Assistant Principals fall 2009 **Person(s) Responsible:** EE-2 ELAR Curriculum Coordinator **Completion Date:** June 2009- Oct. 2009 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EE-2 ELAR Curriculum Coordinator Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Improve curriculum implementation through the creation of TEKS Clarifying Documents that include: KUD's, Academic Vocabulary, assessment recommendations, and TEKS vertical alignment. **Person(s) Responsible:** EE-2 ELAR Curriculum Coordinator **Completion Date:** Aug. 2009- June 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Director of Elementary Curriculum Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

EE-2 ELAR

WIG 2 – Ideal State (Goal):
To increase the first and second grade district average for the Dictation task on the Early Literacy Inventory(ELI) from Stage 2 (Progressing) to Stage 3 (On-Level) by May 2010.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide and participate in a Training of Trainers for the Thinking Maps writing program, Write…from the Beginning in November 2009 and January 2010. • Support WFTB districtwide implementation by conducting followup sessions for campus trainers and teachers, align Language Arts Scope and Sequence to WFTB and develop assessment tool for principals to monitor campus implementation. **Person(s) Responsible:** EE-2 ELAR Curriculum Coordinator **Completion Date:** Nov. 2009- June 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Director of Elem. Curriculum Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct 6 Continuing Contact professional development sessions with Reading Recovery Specialists (K-2 Literacy Intervention) focused on writing instruction for the struggling writer. **Person(s) Responsible:** EE-2 ELAR Curriculum Coordinator **Completion Date:** Aug. 2009- June 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EE-2 ELAR Curriculum Budget-TPTR	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide the SALSA and LASSO III professional development series with two sessions focused on writing nonfiction text structures within the content areas of science and social studies. **Person(s) Responsible:** Elem. ELAR, Science and Social Studies Coordinators **Completion Date:** Sept. 2009- May 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Elem. Coordinators Curriculum Budgets-TPTR	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

EE-2 ELAR

WIG 3 – Ideal State (Goal):
Increase number of Reading Recovery students who discontinue their series of lessons from 53% to 58% by June 2010.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for K-2 Reading Intervention (Reading Recovery) teachers by • Conducting a weekly average of 4 problemsolving teacher visits on slow-progress children • Conduct 5 Continuing Contact sessions with demonstration lessons before January 2010 • Encourage attendance to Reading Recovery Institute • Provide feedback on weekly student progress reports **Person(s) Responsible:** EE-2 ELAR Curriculum Coordinator/ Reading Recovery Teacher Leader **Completion Date:** Aug. 2009- May 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EE-2 ELAR Curriculum Coordinator /Reading Recovery Teacher Leader Budget-TPTR	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct weekly professional development sessions for special education/inclusion teachers in literacy processing theory **Person(s) Responsible:** EE-2 ELAR Curriculum Coordinator/ Reading Recovery Teacher Leader **Completion Date:** Aug 2009- May 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Stimulus Funding	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Elementary Curriculum

WIG 1 – Ideal State (Goal):
Continue the development of robust units of study in each of the core content areas. Additional emphasis will be placed on the introduction of the "Understanding by Design" units to all elementary teachers through the work of the Curriculum Writing Team and the Elementary Leadership Team.

Objective:
Develop two units of study per content per grade level by June 2011.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Attend appropriate training to ensure the latest research/best practices are incorporated in all aspects of the work. **Person(s) Responsible:** Elementary Curriculum Department **Completion Date:** Aug. 2010 - June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funding, Director of Elementary Curriculum, Content Coordinators, Instructional Coaches	[ ]	[ ]		Department/ Curriculum Writing Team attendance at appropriate professional development	Elementary teacher usage of the UbD units of study	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Review/update current scope and sequence to ensure success of teachers and students. **Person(s) Responsible:** Director of Elementary Curriculum **Completion Date:** Aug. 2010 - June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Elementary Curriculum Budget	[ ]	[ ]		Changes to Eduphoria that reflect new state standards	Written/taught curriculum matches state and district requirements	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop and implement a systematic process for the enhancement of elementary curriculum. A curriculum writing team will be identified and trained with a sharp focus on UbD and Differentiated Instruction to ensure the development of curriculum documents that support all learners as they achieve academic success. **Person(s) Responsible:** Director of Elementary Curriculum, Content Coordinators & Curriculum Writing Team **Completion Date:** Jan 2010- June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Elementary Curriculum Budget	[ ]	[ ]		A highly trained elementary curriculum writing team develops UbD units of study in all core content areas that support academically successful learners	Elementary teacher usage of UbD units of study & academically successful students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Conduct an Understanding by Design "training of trainers" for representatives from all elementary campuses to insure all elementary teachers have shared, foundational knowledge about the new Denton ISD curriculum framework. **Person(s) Responsible:** Elementary Curriculum Department **Completion Date:** December 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Elementary Curriculum Budget	[ ]	[ ]		Representatives from every elementary campus attends the "ToT" and successfully redelivers the training to the campus	Elementary teacher usage of UbD units of study & academically successful students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Write Science Academy lessons implementing beginning stages of UbD. **Person(s) Responsible:** Sharon Betty Kathy Morrison **Completion Date:** August 2010- March 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Federal Programs/ Elementary Science Curriculum Department	[X]	[ ]		Science UbD units are provided and demonstrated to all grade levels at Title I campuses and posted on Eduphoria for all campuses.	Science benchmarks and TAKS scores will impove in the area of Earth, Physical and Life Sciences.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Elementary Curriculum

WIG 2 – Ideal State (Goal):
Provide timely, reasearch-based professional development based on district data and campus' needs.

Objective:
Review 2010-11 staff development surveys, exit tickets, participant reflections, and feedback from the elementary principal and assistant principal PLC sessions to determine the offerings included in the 2011-12 elementary staff development modules by June 2011.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide integrated staff development of Language Arts and Social Studies to Kindergaten-5th Grade teachers. **Person(s) Responsible:** Elementary Social Studies Coordinator, District Teacher/Trainers **Completion Date:** August 2010 - May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary Social Studies Budget, TPTR	[ ]	[ ]		Units created by teachers, agendas from trainings	5th grade SS Benchmarks, 3rd-5th Grade Reading TAKS scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Actively contribute to the professional learning of district-wide PLCs, C 3 (for principals & assistants) & ELT. **Person(s) Responsible:** Elementary Curriculum Department **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary Curriculum Budget	[ ]	[ ]		Agendas, attendance sign-in sheets, and reflection forms	A highly effective collaborative culture in every elementary school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue providing a campus, needs-based staff development model. **Person(s) Responsible:** Elementary Curriculum Department **Completion Date:** 2010 - 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary Curriculum Budget	[ ]	[ ]		Campus staff development agendas	Elementary student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaboratively develop and implement a systematic staff development plan for elementary teachers new to Denton ISD. These sessions would be offered over a period of three years to ensure consistency of identified "CORE processes" for teachers as well as the students they serve. **Person(s) Responsible:** Elementary Curriculum Department **Completion Date:** January 2011 - August 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary Curriculum Budget	[ ]	[ ]		Professional Development offerings for teachers new to Denton ISD	Consistent use of identified "CORE processes" from teachers new to Denton ISD	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide CAFE (Comprehension, Accuracy, Fluency, and Expand Vocabulary) training to 1st and 2nd grade teachers. **Person(s) Responsible:** Elementary L.A. Coordinator and Elementary Instructional Coach **Completion Date:** October 2010 - December 2010 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary L.A. Coordinator Budget	[ ]	[ ]		Agendas, attendance sign-in sheets, and reflection forms	Elementary Student Success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide CAFE (Comprehension, Accuracy, Fluency, and Expand Vocabulary) training to 3rd-5th grade teachers. **Person(s) Responsible:** Elementary L.A. Coordinator and Elementary Instructional Coach **Completion Date:** February 2011 - May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary L.A. Coordinator Budget	[ ]	[ ]		Agendas, attendance sign-in sheets, and reflection forms	Elementary Student Success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Create, present, and promote implementation of Science Inquiry based on the model provided by the Texas Center for Inquiry. **Person(s) Responsible:** Sharon Betty Kathy Morrison **Completion Date:** January 2011- August 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary Science Curriculum Department	[ ]	[ ]		Attendance, agendas, sign-in sheets, classroom visits	Elementary Student Success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide training on the Development and Assessment of Numerical Fluency to K - 2nd grade teachers based on the Assessing Math Concepts Series by Kathy Richardson. **Person(s) Responsible:** Elementary Math Coordinator **Completion Date:** August 2010-May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary Math Budget	[ ]	[ ]		Attendance, Assessing Math Concepts Data	Increase in students meeting their Assessing Math Concepts Goals	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide ongoing professional development (Continuing Contact) for K-2 Reading Intervention Teachers (Reading Recovery) on literacy acquisition and literacy processing theory. **Person(s) Responsible:** Reading Recovery Teacher Leader **Completion Date:** August 2010-May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary Language Arts/K-2 Reading Intervention Budget	[ ]	[ ]		Attendance, Sign-in Sheets, Reflection forms, teacher/campus observations	Increase in campus and district assessment data-Early Literacy Inventory, Observation Survey, Weekly student progress reports, district Reading Recovery site report from International Data Evaluation Center (IDEC).	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide and support K-5 teacher training of Write from the Beginning at most campuses. **Person(s) Responsible:** Reading Recovery Teacher Leader, Elementary L.A. Coordinator and elementary campus trainers. **Completion Date:** August 2010 - May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary Language Arts Budget and campus budgets	[ ]	[ ]		Attendance, Sign-in Sheets, Reflection forms, teacher/campus observations	Elementary Student success on the state and district assessments (ELI, SELI, writing benchmark, and TAKS)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Elementary Curriculum

WIG 3 – Ideal State (Goal):
Recognizing that the single most influential component of an effective school is the individual teachers within that school, the Elementary Curriculum Department will infuse effective instructional practices based on research into all professional development sessions with teachers and administrators.

Objective:
All professional development sessions will incorporate effective instructional practice as defined by Marzano in his work, "The Art and Science of Teaching" and "The Highly Engaged Classroom" during the Spring of 2011 through the spring 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Systematically explore and examine effective pedagogy and develop a model or language of instruction. **Person(s) Responsible:** Elementary Curriculum Department **Completion Date:** Aug. 2010 - June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary Curriculum Department Budget	[ ]	[ ]		Classroom instruction shows evidence of effective modeled practices	Student achievement as measured by district and state assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Support Denton ISD First Year Teachers through the FYT Academy and assignment of district level instructional coaches **Person(s) Responsible:** Director of Elementary Curriculum & Instructional Coaches **Completion Date:** Aug. 2010 - June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	TPTR Budget	[ ]	[ ]		Daily logs of instructional coaches	Elementary Teacher retention rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Support 3rd-5th grade Reading Intervention teachers through monthly meetings and campus visits. **Person(s) Responsible:** Elementary L.A. Coordinator **Completion Date:** August 2010 - May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary L.A. Coordinator Budget	[ ]	[ ]		Meeting Agendas, reflections, and surveys. Classroom instruction shows evidence of effective modeled practices	Student achievement as measured by district and state assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Support 3rd-5th grade Reading Interventionists and math interventionists in coaching through monthly coaching seminars. **Person(s) Responsible:** Elementary L.A. and Math Coordinators **Completion Date:** December 2010 - May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary L.A. and Math Budgets	[ ]	[ ]		Meeting Agendas reflections, and surveys. Classroom instruction shows evidence of effective modeled practices	Student achievement as measured by district and state assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Support Title I campuses by providing best practices in science instruction through Science Academy lessons and presentations. **Person(s) Responsible:** Sharon Betty Kathy Morrison **Completion Date:** August 2010-March 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Federal Programs/ Elementary Science Department	[X]	[ ]		Meeting agendas, surveys, teacher emails/reflections	Student achievement as measured by district and state assessments.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Support 3rd-5th grade Math Intervention teachers through monthly meetings and campus visits. **Person(s) Responsible:** Elementary Math Coordinator **Completion Date:** August 2010-May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary Math Budget	[ ]	[ ]		Meeting Agendas, reflections, and surveys. Classroom instruction shows evidence of effective modeled practices	Student achievement as measured by district and state assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Support K-2 Reading Intervention teachers through individual coaching and campus visits. **Person(s) Responsible:** Reading Recovery Teacher Leader **Completion Date:** August 2010-May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Elementary Language Arts/Reading Intervention Budget	[ ]	[ ]		Meeting agendas, teacher/campus visit observation documentation and weekly student progress reports	Student achievement as measured by district and state assessments, and district site report from the International Data Evaluation Center (IDEC).	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Elementary Math Curriculum

WIG 1 – Ideal State (Goal):
Increase the percentage of students who perform at mastery level on the math TAKS test in all accountability groups to 75% or better by May 2010.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Further develop the Campus Math Intervention Specialists by: • Conduct coaching book and video studies; such as Content Focused Coaching and • Provide training to insure the latest research, best practices, and mathematical content are being implemented; such as TEXTEAMS Rethinking Elementary Math week 1 and 2 The Math Coach Field Guide • Observe Math Intervention Specialists as they work with teachers and students and provide feedback. • Provide monthly meetings focused on review of data, implementation of learning, and progress toward campus goals. **Person(s) Responsible:** Karen Spalding, Elementary Math Coordinator **Completion Date:** Aug. 2009- June 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The Elementary Math Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Improve curriculum implementation through the creation of TEKS Clarifying Document that includes: KUD's, Academic Vocabulary, assessment recommendations, and TEKS vertical alignment. **Person(s) Responsible:** Karen Spalding, Elementary Math Coordinator **Completion Date:** Aug. 2009- June 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Director of Elementary Curriculum Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Elementary Math Curriculum

WIG 2 – Ideal State (Goal):
Support kindergarten, first, and second grade teachers in the implementation of Kathy Richardson Assessments and intervention strategies in order to increase the percentage of at risk students that are performing at grade level by the end of the year from 34% and 40%.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Providing training for the Campus Math Intervention Specialists to insure the Kathy Richardson Assessments are being administered in a consistent manor and that intervention is occurring. **Person(s) Responsible:** Karen Spalding, Elementary Math Coordinator **Completion Date:** Aug. 2009- June 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The Elementary Math Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase accountability of student progress by: • Requiring electronic reporting of data • Including Principals in the receiving and reviewing of reports • Adding a district benchmark at the end of the year for 2nd grade **Person(s) Responsible:** Karen Spalding, Elementary Math Coordinator **Completion Date:** Aug. 2009- June 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The Elementary Math Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Write and disseminate documents, to clarify for teachers, the process and procedures associated with the Kathy Richardson assessments. **Person(s) Responsible:** Karen Spalding, Elementary Math Coordinator **Completion Date:** Aug. 2009- June 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The Elementary Math Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Elementary School Safe and Drug Free Schools

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing sexual assault will be implemented district-wide as per HB 1041

Objective:
To provide primary prevention of drug use and abuse; primary prevention of early stages of violent behaviors in all relationships; promote pro-social behaviors and embue children with hope, engagement, and a sense of positive well-being.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2011 & Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet, Staff Assistance Booklet	[ ]	[ ]		District survey of Record keeping of presentation titles and dates By campus counselor	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship violence and sexual assault prevention and the tenets of HB 121 and 1041. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 & ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior. Bully Busters, Steps to Respect	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	All campus counseling staff	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus Counselors / Employee Assistance Coordinator **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data Evidence of meeting and reviews of event by Campus counselor submitted to Employee.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Elementary Social Studies Curriculum

WIG 1 – Ideal State (Goal):
to work with a minimum of five 5th grade teachers to move Language Arts and Social Studies integration from theory into practice by May 2010.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Observe 5th grade classrooms during language arts/social studies instruction to coach for excellence **Person(s) Responsible:** Elementary Social Studies Curriculum Coordinator **Completion Date:** 2009- 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Elementary Social Studies Budget, TPTR	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Plan integration lessons with 5th grade teachers **Person(s) Responsible:** Elementary Social Studies Curriculum Coordinator **Completion Date:** 2009- 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Elementary Social Studies Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Model integration lessons in 5th grade classrooms **Person(s) Responsible:** Elementary Social Studies Curriculum Coordinator **Completion Date:** 2009- 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Elementary Social Studies Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Elementary Social Studies Curriculum

WIG 2 – Ideal State (Goal):
Create classroom lessons for the individual TEKS in each grade level by May 2010.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Create 2 lessons for each grade, Kindergarten through 5th grade, in Social Studies **Person(s) Responsible:** Elementary Social Studies Curriculum Coordinator **Completion Date:** 2009- 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Elementary Social Studies Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Post lessons under the appropriate TEK in Eduphoria **Person(s) Responsible:** Elementary Social Studies Curriculum Coordinator **Completion Date:** 2009- 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Elementary Social Studies Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize ELT and SS Trainers to help create lessons for Eduphoria **Person(s) Responsible:** Elementary Social Studies Curriculum Coordinator **Completion Date:** 2009- 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Elementary Social Studies Budget, TPTR	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Federal Programs

WIG 1 – Ideal State (Goal):
Provide all children on campuses that receive Title I funds with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (TAKS)

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, principals, administrators, and other appropriate school personnel, and with parents of children in Title I, Part A, schools. **Person(s) Responsible:** Director of Federal Programs, Campus Principals **Completion Date:** 4/09 6/09 8/09 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA or individual campus level, such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Director of Federal Programs, Campus Principals **Completion Date:** 4/09 6/09 8/09 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$5,861 (reservation for homeless students); $2,088 (reservation for neglected students)	[ ]	[ ]				[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs. **Person(s) Responsible:** Director of Federal Programs, Campus Principals **Completion Date:** 5/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 4/09 6/09 4/10 6/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$23,655 (reservation for PNP students)	[ ]	[ ]				[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Work in consultation with campuses as they develop and implement their CIPs. **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 6/09 8/09 6/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Use the results of the student academic assessments to review the progress of each campus served and receiving Title I, Part A, funds. **Person(s) Responsible:** Campus Principals **Completion Date:** 6/09 6/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Campus Principals, Assessment Coordinators **Completion Date:** 6/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Inform all eligible campuses and ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 8/09-8/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide technical assistance and support to campuses that receive Title I funds **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 6/09-8/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$72,000	[ ]	[ ]				[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment of the each school **Person(s) Responsible:** Campus Principals **Completion Date:** 6/09 8/09 6/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of Federal Programs, Denton ISD Council of PTAs **Completion Date:** 9/09 5/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Work with campus administrators and stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Director of Federal Programs, Campus Principals **Completion Date:** 9/09 10/09 5/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools. **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 5/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Reserve 1% of Title I funds to support campus and district parental involvement initiatives **Person(s) Responsible:** Director of Federal Programs, Campus Principals **Completion Date:** 6/09 6/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$27,255 (95% of which is to be distributed to campuses that receive Title I funds)	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide training to campus administrators regarding the campus annual Title I meeting held to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 8/09 8/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Director of Federal Programs, Campus Principals **Completion Date:** 12/09 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: Director of Federal Programs **Completion Date:** 8/09-8/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Campus Principals **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 4/09 6/09 4/10 6/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Campus Principal of ICCS **Completion Date:** 6/09 6/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintend-ent of Curriculum and Instruction, Directors of Curriculum and Instruction **Completion Date:** 8/09-7/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title I funds to eligible campuses **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 6/09 6/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,278,213	[ ]	[ ]				[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide additional Reading Recovery and Descubriendo la Lectura Teachers to campuses that receive Title I funds **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 8/09-7/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,147,162	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide Science Academies for all K-2 and 3-5 teachers on campuses that receive Title I funds **Person(s) Responsible:** Director of Elementary Curriculum and Instruction **Completion Date:** 9/09-5/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$68,138	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide Thinking Maps training to all secondary campuses that receive Title I funds **Person(s) Responsible:** Director of Secondary Curriculum and Instruction **Completion Date:** 9/09-5/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$68,138	[ ]	[ ]				[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 6/09 6/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$73,244	[ ]	[ ]				[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 6/09 6/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$649,884	[ ]	[ ]				[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part D funds to serve campus and district technology needs such as the impact of technology on the teacher role and collaborative learning, the frequency and design of instructional setting using digital content, curriculum areas, technology applications TEKS, capabilities of educators, and instructional technologies **Person(s) Responsible:** Director of Federal Programs, Director of Instructional Technology **Completion Date:** 6/09 6/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$29,929	[ ]	[ ]				[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs) **Person(s) Responsible:** Director of Federal Programs, Director of Bilingual/ESL **Completion Date:** 6/09 6/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$395,178	[ ]	[ ]				[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title IV, Part A funds to serve campus and district Safe and Drug Free needs identified (see SDFSC WIGs) **Person(s) Responsible:** Director of Federal Programs, Coordinator of SDFSC **Completion Date:** 6/09 6/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$51,646	[ ]	[ ]				[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Federal Programs

WIG 2 – Ideal State (Goal):
Utilizing ARRA/Stimulus grant funds, provide high-quality, focused, and sustained professional development that is aligned to the identified needs of the district and campuses that receive Title I funds that are aligned to the TEKS and are designed to implement best practices for increasing student achievement for students identified as at-risk

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development and training presented by Dr. Robert Barr entitled, "All Students Learning: Whatever It Takes," to implement best practices for increasing student achievement for at-risk students that is aligned to the identified needs of at-risk students on campuses that receive Title I funds; and provide resources that support the initiatives presented by Dr. Barr **Person(s) Responsible:** Director of Federal Programs, Campus Principals, Dr. Robert Barr **Completion Date:** 10/09-5/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$641,105 (ARRA funds)	[ ]	[ ]				[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development that is aligned to the TEKS to support literacy focused primarily on Bilingual students; and provide subsequent resources (including supplies and materials such as literacy library books) to implement the training around individualized instructional strategies for students identified as needing intervention (primarily Bilingual students) **Person(s) Responsible:** Assistant Superintend-ent of Curriculum and Instruction, Director Federal Programs, Director of Elementary Curriculum, Director of Bilingual/ ESL, Campus Principals **Completion Date:** 10/09-5/09 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$527,142	[ ]	[ ]				[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide professional development that is aligned to the TEKS to support secondary science; and provide subsequent resources (including supplies and materials) to implement the training around individualized instruction strategies for students **Person(s) Responsible:** Director of Federal Programs, Director of Secondary Curriculum, Campus Principals **Completion Date:** 9/09-5/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$248,778	[ ]	[ ]				[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reserve 1% of ARRA Title I funds to support campus and district parental involvement initiatives **Person(s) Responsible:** Director of Federal Programs **Completion Date:** 7/09 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$14,716 (95% of which is to be distributed to campuses that receive Title I funds)	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of Federal Programs, Campus Principal of ICCS **Completion Date:** 9/09-5/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$14,535 (reservation for PNP students)	[ ]	[ ]				[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide services to meet the needs of neglected or delinquent youth **Person(s) Responsible:** $2,313 (reservation for neglected or delinquent youth) **Completion Date:** 9/09-5/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$2,313 (reservation for neglected or delinquent youth)	[ ]	[ ]				[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate and utilize Title I, Part D Subpart 2 funds to provide subsequent resources (including supplies and materials such as literacy library books) to implement the training around individualized instructional strategies for students identified as needing intervention **Person(s) Responsible:** Director of Federal Programs, Campus Principal of Sparks **Completion Date:** 9/09-5/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$55,906	[ ]	[ ]				[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Fine Arts Department

WIG 1 – Ideal State (Goal):
Develop consistent, high quality district-wide fine arts programs with a curriculum that meets the needs of all students and provide quality staff development training to support the fine arts teachers/curriculum.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize expanded Fine Arts Council structure: elem. art (2); elem. music (2); sec. art, band, choir, orchestra, theatres, and dance reps (10 total members) **Person(s) Responsible:** FA Director; FA Teacher reps **Completion Date:** 2010-11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Teachers	[ ]	[ ]		FA Council Meeting Agendas	Facilitate FA curriculum planning and staff development training	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Conduct Fine Arts Budget Planning and Needs Assessment meetings **Person(s) Responsible:** FA Secretary, FA Teachers, FA Director **Completion Date:** January, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	FA Teachers FA Director FA Secretary	[ ]	[ ]		FA Budget Worksheets, Capital Equipment Requests, Budget Procedures and Guidelines	Assess budget and capital equipment needs to ensure student success in FA	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Complete Fine Arts Program Budget Worksheets and Needs Assessment process **Person(s) Responsible:** FA Secretary, FA Teachers, FA Director **Completion Date:** February, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Teachers FA Budget	[ ]	[ ]		Completed Budget Worksheets and Captial Equipment Request Forms	Prioritize fine arts budgets and capital equipment requests in preparation for the 2011-12 budget cycle	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement staff development plans for each FA subject area with at least one 3-hour training block connecting fine arts subjects with other subjects **Person(s) Responsible:** FA Teachers, FA Council, FA Director **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget	[ ]	[ ]		FA Staff Development Plans for eight areas	Implement staff development training in FA classrooms	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Establish elementary art PLC group **Person(s) Responsible:** FA Teachers; FA Director **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget, Staff Time	[ ]	[ ]		PLC Meeting Schedule and Agendas	Provide collaboration and direction for elementary art program	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Evaluate elementary music benchmark assessment for grades 1-5; collaborate with Technology on new reporting format **Person(s) Responsible:** FA Director, Technology Staff **Completion Date:** Spring, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget, Staff Time	[ ]	[ ]		Assessment criteria and formatting	Use results to improve curriculum delivery and student mastery	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
UIL events with 90% of participating groups evaluated superior or excellent **Person(s) Responsible:** Secondary FA Teachers; FA Director **Completion Date:** Spring, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget, Staff Time	[ ]	[ ]		UIL Region Meetings and Event Schedules	Improve student success for all UIL groups	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
MS and HS participation in Region 11 Texas Elementary Art Meet (TEAM), Jr. and HS Visual Art Scholastic Event (VASE); HS qualifiers to state competition **Person(s) Responsible:** Elementary, MS, and HS Art Teachers **Completion Date:** Spring, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget, Staff Time	[ ]	[ ]		TEAM and VASE Entry Information	Student artwork evaluated by state criteria and professionals in the field	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
MS participation in UIL One Act Play Festival (hosted by Ryan HS Theatre Department) **Person(s) Responsible:** MS Theatre Arts Teachers **Completion Date:** Spring, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget, Staff Time	[ ]	[ ]		MS UIL One Act Play Festival schedule	MS theatre arts students provided the opportunity for UIL OAP competition	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Three HS dance students participation on TDEA All-State Dance Team (one allowed per high school) **Person(s) Responsible:** HS Dance Teachers **Completion Date:** January, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget, Staff Time	[ ]	[ ]		TDEA Conference Schedule	HS dance students provided the opportunity to participate in a state-level dance organization	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide needed equipment including new concert dresses for DHS and RHS choirs, and NMS orchestra **Person(s) Responsible:** FA Director, Purchasing Department **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget	[ ]	[ ]		Purchase Orders for new concert attire	Provide necessary performance attire for the district's music ensembles	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide new instruments for MS/HS Band and Orchestra programs (based on needs assessment/captial equipment requests) **Person(s) Responsible:** FA Director, Purchasing Department **Completion Date:** 2010- 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget	[ ]	[ ]		Purchase Orders for new band and orchestra instruments	Provide necessary instruments for the district's instrumental music ensembles	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide new art room equipment for CMS, SMS, DHS, and RHS **Person(s) Responsible:** FA Director, Purchasing Department **Completion Date:** 2010- 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget	[ ]	[ ]		Purchase Orders for new art room equipment	Provide necessary equipment for MS/HS proper art instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement the MS Fine Arts course requirement mandated by HB3 **Person(s) Responsible:** MS Principals, MS Counselors, FA Director **Completion Date:** 2010- 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	MS Fine Arts Course Offerings	[ ]	[ ]		MS Course Offerings	Comply with new state mandate regarding MS fine arts instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Participate in the district Science, Technology, Engineering, Arts, and Math (STEAM) committee initiatives **Person(s) Responsible:** Assistant Supt. For Curriculum/ Instruction, FA Director **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff Time	[ ]	[ ]		STEAM Meeting Schedule	Collaborate with district personnel to implement interdisciplinary curricular connections	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement “All Aboard the Music and Math Connection” at the Gonzalez, Windle, Stephens, and Cross Oaks schools for young children programs **Person(s) Responsible:** FA Director, Director of Early Childhood Education, Purchasing Department **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Bond and FA Budget Funds	[ ]	[ ]		Purchase Orders for "All Aboard the Music and Math Connection" curriculum and materials	Assess program success through a research-based evaluation process	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide three "All Aboard the Music and Math Connection" staff development training sessions for thirty-five DISD early childhood teachers **Person(s) Responsible:** FA Director, Director of Early Childhood Education, Purchasing Department, Early Childhood Principals **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Bond and FA Budget Funds	[ ]	[ ]		Staff Development Training Schedule	Assess program success through a research-based evaluation process	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Explore options for multi-cultural, nontraditional program additions to the fine arts curriculum as budget funding allows (Mariachi and Steel Drums) **Person(s) Responsible:** FA Director, Purchasing Department, Outside Funding Sources, School Board **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget increase, Outside funding sources, Specialized instructional staff	[ ]	[ ]		Gather information on pricing and funding source options	Provide options for exanded nontraditional fine arts program offerings	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Fine Arts Department

WIG 2 – Ideal State (Goal):
Utilize the resources of Denton ISD, the University of North Texas, Texas Woman's University, the Greater Denton Arts Council, the University Interscholastic League (UIL), and state fine arts organizations to promote and impact student achievement in the fine arts.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Elementary FA enrichment program (grades 1-5) "Getting Started With the Arts" with GDAC (grant), UNT, TWU, and DISD attended by aaproximately 8,000 students and teachers **Person(s) Responsible:** FA Director, FA Teachers, Elementary Principals, GDAC, UNT and TWU Personnel **Completion Date:** Fall, 2010 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget; GDAC grant	[ ]	[ ]		Schedule of FA grade level performances	All students provided the opportunity to experience live FA performances by grade level 1-5	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
DISD 5th Grade Honor Choir with 21 campuses and approximately 160 students participating **Person(s) Responsible:** Elementary Music Planning Committee, Elementary Music Teachers, FA Director **Completion Date:** March, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	5th Grade Honor Choir Budget	[ ]	[ ]		Event timeline, planning meetings	5th grade choir students provided learning opportunity through live performance with an expert clinician	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
MS/HS band participating in Pre-UIL contest evaluation in events sponsored by Denton ISD and the UNT Wind Band Studies Division **Person(s) Responsible:** UNT Wind Studies staff, DISD Band staff, FA Director **Completion Date:** March, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	UNT Wind Studies staff, DISD Band staff, Fine Arts Budget	[ ]	[ ]		Calendar and performance schedule for MS/HS Band Pre-UIL event	Students and directors provided with feedback from instrumental experts prior to UIL Concert & Sight-reading Contest	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Host Invitational Marching events in Denton ISD stadium **Person(s) Responsible:** Band Booster Clubs, HS Band Directors, FA Director, Stadium Staff **Completion Date:** Summer and Fall, 2010 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Band Booster Clubs, HS Band Directors, DISD Stadium	[ ]	[ ]		Invitational band performance entries and schedule	Approximately 5,000 people provided the opportunity to see live marching band performances	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
GHS band advanced to UIL Area Marching Contest **Person(s) Responsible:** GHS Band Directors, FA Director **Completion Date:** October, 2010 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Fine Arts Budget	[ ]	[ ]		UIL Regional Marching Contest, Advanced by rating to UIL Area Marching Contest	UIL Adjudication by Band Professionals	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
DISD HS band participate in "Sounds of the Stadium" event at UNT with the Green Brigade Marching Band **Person(s) Responsible:** HS Band Directors, UNT Marching staff, FA Director **Completion Date:** October, 2010 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	HS Band Dir.; UNT Marching staff; FA Budget	[ ]	[ ]		Sounds of the Stadium performance schedule provided by UNT	DISD High School Bands have the opportunity to perform with the Green Brigade at UNT	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Host UIL HS One Act Play District Contest at Guyer HS **Person(s) Responsible:** GHS Theatre Directors **Completion Date:** Spring, 2010 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GHS Theatre Directors, Staff Time	[ ]	[ ]		UIL Planning Meetings and Contest Schedule	Collaborate with other high schools in the UIL Region to provide quality facilities for contest events	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Host Region 2 TMEA/UIL MS/HS music events at DISD campuses **Person(s) Responsible:** DISD Directors; FA Director **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	DISD Fine Arts facilities, Staff Time	[ ]	[ ]		UIL Planning Meetings and Event Schedules	Collaborate with UIL Region 2 to provide quality facilities for concert and contest events	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with UNT Band Department on Saturday "Start Up the Band" program for 5th graders in Title I elementary schools **Person(s) Responsible:** Dr. Darhyl Ramsey UNT, CMS Band Directors, Sharon Cox, FA Director **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	DISD Fine Arts Facilities, UNT Music Facilities, UNT Grant	[ ]	[ ]		Collaboration, planning between UNT and DISD	Provide band enrichment opportunity for students from Title I schools	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Eleven DISD Band, Choir, and Orchestra students qualify for membership in All-State performance ensembles **Person(s) Responsible:** HS Band, Choir, Orchestra Directors, FA Director **Completion Date:** February, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget	[ ]	[ ]		District, Region, and Area Auditions leading to All-State placements	Students earn the opportunity based on auditions to perform with world renowned clinicians and the most talented musicians chosen from across Texas	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Member of the Education & Exhibition Committee of the Greater Denton Arts Council **Person(s) Responsible:** FA Director, GDAC Executive Director **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff Time	[ ]	[ ]		Monthly Meeting Agendas	Collaborate with Denton arts representatives to provide educational arts programming for the district's students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Arts Advocacy presentation for UNT graduate fine arts class: "Politics and Arts Advocacy" **Person(s) Responsible:** Jack Davis, UNT Art Professor, DISD School Board Member, FA Director **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff Time	[ ]	[ ]		Speak to UNT graduate arts advocacy class once each semester	Collaborate with university on promoting arts advocacy within the community	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Fine Arts Department

WIG 3 – Ideal State (Goal):
Collaborate with DISD Human Resources and campus administrators in hiring the most qualified and experienced artists and teachers to provide quality fine arts instruction for the district's students.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with universities in placing art, band, choir, orchestra, theatre arts, and dance student teachers each semester **Person(s) Responsible:** FA Director, DISD Human Resources, Campus Administrators **Completion Date:** 2010- 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff Time	[ ]	[ ]		Placement of university student teachers in DISD FA classrooms	Train future fine arts teachers for the teaching profession and hire the most skilled FA teachers for DISD	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with local universities to allow observations of district fine arts classes **Person(s) Responsible:** FA Director, DISD Human Resources, DISD Campus Administrators **Completion Date:** 2010- 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff Time	[ ]	[ ]		Placement of university observers in DISD FA classrooms	Participate in training future fine arts teachers for the teaching profession	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Attend at least two district and/or Fine Arts job fairs annually **Person(s) Responsible:** FA Director, DISD Human Resources **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget; Staff Time	[ ]	[ ]		Calendar of Job Fairs	Recruit the most skilled fine arts teachers for staff openings	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Participate in resume screening and interview process for open Fine Arts positions **Person(s) Responsible:** FA Director, Campus Principals **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff Time	[ ]	[ ]		Search Soft Job Application system	Screen and Interview the strongest available candidates for fine arts teaching positions	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
One new fine arts hire for 2010-11 has Masters Degree, one new fine arts staff in 2010-11 working on Doctoral Degree **Person(s) Responsible:** FA Director, Campus Principals **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Budget	[ ]	[ ]		Resumes, teaching credentials	Hire fine arts teachers with advanced academic training	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Three current fine arts staff working toward Masters Degree **Person(s) Responsible:** FA Teachers **Completion Date:** 2010-2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	None	[ ]	[ ]		Staff Teaching Credentials	Promote advanced training for fine arts staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Two elementary music specialists completed Kodaly summer certification levels **Person(s) Responsible:** Elementary Music Specialists, FA Director **Completion Date:** 2010 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget	[ ]	[ ]		Enrollment in Kodaly Certification Training	Promote highly skilled elementary music staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Two elementary music specialists completing Off summer certification levels **Person(s) Responsible:** Elementary Music Specialists, FA Director **Completion Date:** 2010 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	FA Budget	[ ]	[ ]		Enrollment in Orff Certification Training	Promote highly skilled elementary music staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

General Education Homebound Instruction

WIG 1 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home until that time they are released by their physician to return to full time instruction at their home campus

Objective:
3.7 to 3.7.7 General Education Homebound in 2010-2011 Student Attendance Accounting Handbook which states that to qualify for funding, school districts must have policy and procedures approved by the local school board for implementation of General Education Homebound Instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2010-2011 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for GEH Instructor Substitute Teacher when caseload is at 6 Homebound Coordinator	[ ]	[X]	53,774.83	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs	33 students received home bound instruction 2009-2010 school year 24 students received home bound instruction as of 3-1-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Gifted and Talented

WIG 1 – Ideal State (Goal):
EXPO students will engage in a spiraling, integrated curriculum that is rigorous and differentiated will produce advanced products based on that curriculum.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO curriculum will be created that emphasizes depth and complexity and combines with the Texas Performance Standard Project's (TPSP) advanced level products and units in grades 1 - 8. **Person(s) Responsible:** G/T Coordinator, G/T Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	G/T Teachers Campus Libraries, G/T Curriculum, TPSP Curriculum	[ ]	[ ]		Notes and Agendas from Curriculum Meetings, Lesson plans	Advanced level products graded using the TPSP rubrics	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Full implementation of the G/T Scope and Sequence along with the G/T “Gifted” curriculum in grades K-8. **Person(s) Responsible:** G/T Teachers, G/T Coordinator **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	G/T Teachers Campus Libraries, G/T Curriculum	[ ]	[ ]		Walk throughs, Lesson plans	Lesson plans	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scholarly Behaviors will be modeled by G/T teachers and will be expected of our gifted/talented students. **Person(s) Responsible:** G/T Coordinator, G/T Teachers **Completion Date:** Every 6 weeks **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	G/T Teachers, G/T Curriculum	[ ]	[ ]		Lesson plans, Walk throughs, Mentor Meeting agenda	Lesson plans	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Gifted and Talented

WIG 2 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide 30 hours of staff development in the areas of gifted curriculum differentiation, the nature and needs of gifted children, the identification and assessment of gifted students, and the annual 6 hour update. **Person(s) Responsible:** G/T Coordinator, G/T Presenters **Completion Date:** July and August 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	G/T Presenters, Current Research, TAGT Conference, SMU Lecture Series	[ ]	[ ]		MAAC group brochure/e-mail, Eduphoria certificates	Evaluations by attendees	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide current research to the G/T teachers to allow them to advocate to their faculties and parents regarding the special needs of gifted learners. **Person(s) Responsible:** G/T Teachers, G/T Coordinator **Completion Date:** Fall 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	G/T Coordinator, Current Research, conferences, workshops	[ ]	[ ]		Survey	Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide updated information to parents of gifted children. **Person(s) Responsible:** G/T Teachers, G/T Coordinator **Completion Date:** September 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	G/T Coordinator, Current Research	[ ]	[ ]		Agenda, Power Points	Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain a data base to verify that all administrators, counselors, and teachers who seerve on the Campus GT Screening Committee have taken their state mandated hours in the nature and needs of gifted children. **Person(s) Responsible:** G/TCoordinator, GT Teachers **Completion Date:** August 2011 - June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Administrators, Counselors, G/T Secretary, GT Teachers	[ ]	[ ]		Database	Database	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Support the Denton Association of Gifted and Talented (DAGT). **Person(s) Responsible:** G/T Coordinator, DAGT Board Members, GT Teachers **Completion Date:** April and May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, Current Research, DAGT Board/Steering Members	[ ]	[ ]		Agendas	Evaluation	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Investigate, through staff development, the identification and assessment of gifted children. **Person(s) Responsible:** G/T Coordinator, G/T Teachers **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Book Study - Removing the Mask, Current Research, TAGT Conference	[ ]	[ ]		Agendas	Changing Criteria in identification and assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Health Services

WIG 1 – Ideal State (Goal):
Identify and Implement ways to improve the overall health and fitness of our staff i and students in a cost effective manner to decrease lost work and student instructional time.

Objective:
By providing accurate information for employees, employees will make healthy life style choices. These choices will be reflected in an overall healthier staff, decreased illness and decereased need for the utilization of substitute staff. Decreased use of substitute staff will increase student instruction time by the educator responsible for the student. The students, in addition, will see adults who choose to do so, modeling healthy life style choices.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Insurance Dept, Director and Campus Nurse or Wellness Rep **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Principal Wellness Assessments	[ ]	[ ]		Particiaption of Employees in the Principapl Wellness screenings		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director of Health Services and Employee Wellness **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Center	[ ]	[ ]		Participation of Employees in Jazzercise classes at the Wellness Center- would like to have access to Wellness Center for employees to utilize before and after the work day with key card access	Better utilization of the equipment in the Wellness Center- DPSFG was writtten and submitted for key card access	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director and Wellness Day Commitee **Completion Date:** Spring Semester **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 750 employeess, family members and vendors attended the Fair in Feb of 2010	Positive response and anticiaption of Fair for 2011	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and nurses in collaboration with DRMC and the health dept. **Completion Date:** Fall **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Provide Seasonal Influenza Vaccines to all full and part time employees free of charge	[ ]	[ ]		All vaccine clinics were comleted on November 2, 2010 Over 1230 vaccines were adminsitered		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and Campus Wellness Reps **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent monthly to Wellness Reps for posting at campus		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Students **Person(s) Responsible:** Campus PE, Health and Coaches **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Fitnessgram Assessment	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Family and Community Involvement **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SHAC	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Health Services

WIG 2 – Ideal State (Goal):
Each campus nurse will participate in a PLC to incorporate and cultivate best practices for clincial, communication,and leadership skills and cultural diversity.

Objective:
To involve each nurse at the campus level to impact and improve learning on the campus.
At the district level, nurses will explore and initiate the professional learning needed to imporve their skills as a school nurse in the areas of clinical practice, communication skills, leadership skills and cultural diversity and understanding.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses **Person(s) Responsible:** each campus nurse **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Willing attitude with openness to change	[ ]	[ ]		Nurses began meeting in the Spring of 2010-formed a PLC to evaluate learning needs and plan appropriate Inservice training	Evaluations of Inservices reflect postiive responses and learning experiences of nurses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses **Person(s) Responsible:** each nurse **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Personal desire to improve personally and professionally	[ ]	[ ]			Campus nurses that seek each year to improve their personal and professional practice as a school RN	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses **Person(s) Responsible:** Director **Completion Date:** summer 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Establish a core group of nurses with the desire to identify the educational needs of the nurses	[ ]	[ ]		Commitee established Spring of 2010	PLC meets with director to plan inservice programs and to identlfy learning and skills needs of the group	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Director of Health Services **Person(s) Responsible:** **Completion Date:** Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Director attend PLC institute to further knowledge	[ ]	[ ]		attended Conference September of 2010	Director has understading of PLC process and is better equipped to lead the group	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses **Person(s) Responsible:** **Completion Date:** Aug 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Inservice on PLC	[ ]	[ ]		August of 2010		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Cultural Diversity Awareness Training	[ ]	[ ]		Joe Ader- The Faces of Poverty Inservice - August 2010		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses- Membership in Professional Organizations **Person(s) Responsible:** All DISD RNs **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	National Assocaiton of School Nurses Texas Assocaiton of School Nurses Region XI School Nurse Organization Children's Medical Center SChool Nurse Consortium Cook's School Nurse Allaince Texas SChool Health Association	[ ]	[ ]		3 DISD nurses hold Board positions in Region XI Director - Board member of TSHA		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District Wide Staff Development	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Monthly staff meetings	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Sisterhood Organization	[ ]	[ ]		The Sisterhood organization allows the nurses to meet with other nurses in their geographic campus area to discuss, identify and address needs specific to the neighborhood area and population and identlfy ways to meet specific needs.		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses **Person(s) Responsible:** Director and NNA Co-ord. **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	New Nurse Academy	[ ]	[ ]			The nurses new to school nursing have the leadership and support of other nurses to decrease the frustration in a new position. The students are better served due to the support provided by the seasoned nurses.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Health Services

WIG 3 – Ideal State (Goal):
Support academic student success by utilizing the nursing process to provide attention to the health needs of the individual student resulting in a return to the classroom as quickly and safely as possible reducing lost instructional time. Students will be traiged and appropriate care will be administerd quickly and professionally. First Aid, CPR and Emergency Care training will be provided to staff as required.

Objective:
DISD nurses will support student success by assisitng students who can return to the classroom as quickly and safely as possible. The students who need to go home are sent home promptly. Emeregency care will be administered.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services **Person(s) Responsible:** Director and Campus Nurses **Completion Date:** Aug 2010- prior to the first day of class **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Provide written guidelines and instruction to staff for appropriate health room referrals	[ ]	[ ]		All campus nurses were expected to provide written guidelines to the staff	Decreased loss of classtime for inappropriate referrals to the health room	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Required Screenings **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Semester **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Screenings per State Guidlines	[ ]	[ ]		Grades Pre-K, K, 1, 3, 5 and 7 will receive vision, hearing adn diabetes type II risk assessment. Grades 5 and 8 will be screened for Scoliosis.	Students with vision and hearing problems can be identified with prompt intervention to minimize the impact on learning. Diabetes Type II risk assessment identification can lead tl medical follow up and intervention to minimize impact on overall health. Students with postural issues can be identified for refferal and futher care if indicated.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Provide the requirements for parents regarding exclusion and readmission for illness	[ ]	[ ]		Exclusion and readmission standards are posted on the Website for Health Services and the individual campus websites		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All employees **Person(s) Responsible:** all adults on campus **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Model and encourage healthy lifestyle choices	[ ]	[ ]		ongoing		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
School Nurses and PE and Health Teachers **Person(s) Responsible:** Co-ordinate with Health Curriculum Coordinators: Kim Crane Beki Garcia Cathy Webb **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Provide classroom instruction in collaboration with classroom, PE and health teachers	[ ]	[ ]		Campus nurses visit classromms anad provide age and grade level appropriate level instruction based on the teacher request and TEKS	ongoing documentation of class room instruction in collaboration with the teacher and nurse	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
PE, Health Teachers **Person(s) Responsible:** PE Teachers Campus Athletic Coordinators **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Fitnessgram	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Human Resources/Highly Qualified

WIG 1 – Ideal State (Goal):
Recruit, select, and employ every teacher in every classroom because of their substantive experience in the discipline they teach, rather than in auxiliary functions. Performance Objective: The District will seek to retain 95% of its current professional and paraprofessional staff.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide, to each individual parent, information on the parent's right to request information regarding the professional qualifications of his/her child's classroom teachers **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide timely notice, to each individual parent, if the child was assigned to or taught for four or more consecutive weeks by a teacher who was not highly qualified **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Maintain a written attestation signed by each principal (of campus that receives Title I, Part A funds) stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Target Title II, Part A funds to schools within the LEA that: • have the lowest proportion of highly qualified teachers • have the largest average class size, or • are identified for school improvement under Title I, Part A **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Publicly report highly qualified teacher status **Person(s) Responsible:** HR Staff, Others **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure that the campus highly qualified teacher plan includes strategies to ensure teachers, who are not highly qualified in all core academic subject areas taught, become highly qualified in a reasonable timeframe **Person(s) Responsible:** HR Staff, Campus Administrators, others **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Submit all campus highly qualified reports submitted by deadline **Person(s) Responsible:** HR Staff **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain a rigorous recruiting campaign for all positions. **Person(s) Responsible:** Campus Administrators, Central Administrators, HR Staff **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time, District Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Issue dual contracts for coaches, cheerleading/drill team sponsors, etc. **Person(s) Responsible:** Campus Administrators, HR Staff **Completion Date:** Annual **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain competitive comprehensive salary package (base salary and stipends) **Person(s) Responsible:** HR Staff **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time, District Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate and cooperate with local universities and area alternative certification programs to employ teachers in "acute shortage areas" with emphasis on Bilingual, Math, Science, Special Education, Foreign Language, etc. **Person(s) Responsible:** HR Staff **Completion Date:** Annual **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time, District Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Training on Credentialing Requirements **Person(s) Responsible:** HR Staff Central Services Staff **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time District Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Seek to employ staff who meet credentialing requirements **Person(s) Responsible:** Campus Admnistrators, Supervisory Staff, HR Staff **Completion Date:** Annual **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time District Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide assistance and information to current professional and paraprofessional staff to meet credentialing requirements **Person(s) Responsible:** HR Staff Campus Administrators **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time District Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continuous development and maintenance of the PRIDE Teacher Appraisal System and other evaluative systems **Person(s) Responsible:** PRIDE Coordinator Campus Administrators HR Staff Supervisory Staff **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time District Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Contract Renewals **Person(s) Responsible:** HR Staff, Campus Administrators, Supervisory Staff **Completion Date:** Annual **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Conduct annual salary surveys to maintain competitive salary package for all staff **Person(s) Responsible:** HR Staff **Completion Date:** Spring Semester **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time, District Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Maintain the salary differential among degrees **Person(s) Responsible:** HR Staff **Completion Date:** Spring Semester **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time, District Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue discussions of ways to encourage employees to complete advanced degrees **Person(s) Responsible:** HR Staff, Campus Administrators **Completion Date:** Annual **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time, District Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Orient our employees concerning school health, safety and various wellness programs offered by the district **Person(s) Responsible:** HR Staff, Campus Administrators, Central Service Administrators **Completion Date:** Annual **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time , District Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Promote physical wellness to increase productivity and morale of all employee groups **Person(s) Responsible:** HR Staff, Campus Administrators, Central Service Administrators **Completion Date:** Annual **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time, District Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

High School Safe and Drug Free Schools

WIG 1 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities

Objective:
To provide prevention of drug use and abuse; prevention of later stages of violent behaviors in all relationships; promote pro-social behaviors and embue children with hope, engagement, and a sense of positive well-being.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence in preparation for making appropriate referrals to the Student Assistance Counselor or other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall annually **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** Ongoing annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Ongoing annually **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Debriefing process with students and staff. Utilization review of EAP data post-vention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** Counselors, Parent ed. program and depart. Staff **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Counselors & Employee Assist. Coordinator **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Expand current canine drug detection program with more campus visits **Person(s) Responsible:** SDFS Supervisor/ Dept. of Counseling Services/ Campus Principals **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in "possession offenses" on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Language Arts 3-5

WIG 1 – Ideal State (Goal):
Improve performance on Objective 4 on the TAKS test in grade 5 from 82% to 85% by May, 2010

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide Professional Development on Comprehension Strategy Instruction for 3-5 Reading Intervention Specialists by: • Observing STAR and READ 180 teachers. • Planning with STAR and READ 180 teachers as needed. • Modeling and coaching lessons. • Providing monthly meetings focused on review of data, implementation of learning, and p rogress toward campus goals. • Provide training to insure the latest research, best practices, and literacy concepts are being implemented such as Kilgo, Stead, and Write From the Beginning **Person(s) Responsible:** Sandy Brown, 3-5 Language Arts Coordinator **Completion Date:** Aug. 2009- June 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	3-5 Language Arts Coordinator Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Improve curriculum implementation through the creation of TEKS Clarification documents that include: KUD's, academic vocabulary, assessment recommendations, TEKS vertical alignment **Person(s) Responsible:** Sandy Brown, 3-5 Language Arts Coordinator **Completion Date:** Jan 2010 - June 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Director of Elementary Curriculum Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Language Arts 3-5

WIG 2 – Ideal State (Goal):
Increase the passing rate on TAKS of all students in Reading Intervention classes (S.T.A.R. – Strategies that Accelerate Reading and READ 180) grades 3-5 from 81% to 85% by May, 2010.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide Professional Development on Comprehension Strategy Instruction for 3-5 Reading Intervention Specialists by: • Observing STAR and READ 180 teachers. • Planning with STAR and READ 180 teachers as needed. • Modeling and coaching lessons. • Providing monthly meetings focused on review of data, implementation of learning, and progress toward campus goals. • Provide training to insure the latest research, best practices, and literacy concepts are being implemented such as Kilgo, Stead, and Write from the Beginning **Person(s) Responsible:** Sandy Brown, 3-5 Language Arts Coordinator **Completion Date:** Aug. 2009- June 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	3-5 Language Arts Coordinator Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff develop to the 3-5 Reading Intervention teachers with the intent of their redelivery to the staff on their respective campuses such as Kilgo, Stead, and Write from the Beginning. **Person(s) Responsible:** Sandy Brown, 3-5 Language Arts Coordinator **Completion Date:** Jan 2010 - June 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	3-5 Language Arts Coordinator Budget Director of Elementary Curriculum Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide Staff Development on the new ELAR TEKS Revision to all reading intervention teachers. **Person(s) Responsible:** Sandy Brown, 3-5 Language Arts Coordinator **Completion Date:** Jan 2010 - June 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	3-5 Language Arts Coordinator Budget	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

McKinney-Vento Homeless Education Act

WIG 1 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Objective:
Ensuring the rights and protections of those students identiifed as homeless under the federally madated McKinney-Vento Homeless Education Act through Student Residency Questionnaires; campus staff; self referral from the student or family; and local community and state agencies.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** Fall & as needed rest of school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($7,024.00 2010-2011) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: -student may continue to attend the school last enrolled in even if they have moved from that school's attendance zone or district or attend the school in their new attendance zone - transportation is provided from current residence back to school of origin or current school zone, if eligible -qualify immediately for Child Nutrition Programs -participate fully in all school activities and programs they are eligible for -contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 460 students identifed as homeless as of 3-1-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school Increase positive	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process Families experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: -referrals for community assistance -support to the child at school and at home -referrals for counseling and mental health assistance when requested -assistance in applying for Medicaid and Food Stamps -direct social work services -school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding training opportunities at Region XI Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento	relationshipbetween campus and family Increase opportunity to provide accurate information to campuses and families about rights of families who are homeless Increase ability of a campus to provide for stabilitiy of the educational needs of the at risk student Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition and board member of the steering committee			

2010-2011 District Improvement Plan
Denton Independent School District

Middle School Safe and Drug Free Schools

WIG 1 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** Ongoing annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going annually; Fall, ongoing annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** Ongoing annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus Counselors / Assistance program supervisor **Completion Date:** Fall - on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Expand current canine drug detection program with more campus visits **Person(s) Responsible:** Title IV Supervisor/ Dept. of Counseling Services/ Campus Principals **Completion Date:** Fall - on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title IV and local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in "possession offenses" on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Parent and Family Education

WIG 1 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Objective:
In support of the DISD board goal for Parent and Community Involvement and to establish and promote programs to develop and enhance parenting skills and participation in the schools, parent surveys; enrollment and attendance data; dropout prevention; and counseling needs and assessment

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2010-2011 School year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		McMath Middle School: Title 1 Middle School Parent Education Presentation 8-28-10 McMath Middle School: Parent Meetings for all Middle School Campuses: 9-7-10;9-18-10; 9-28-10 Lee Elementary ; Practical Parent Education Meetings for English and Spanish speaking families: 9-25-10; 11-13-10; 1-22-11;3-5-11 Ginnings, Wilson, Evers and Hodge: Love and Logic Parent Meetings for English and Spanish speaking families: 11-4-10;11-18-10 Newton Rayzor Practical Parent Education classes in English and Spanish: 11-18-10;12-2-10;12-16-10 Participation in Paths To Scholarships event at	Increase parental potential Assist parents and guardians to further develop skills and awareness and resources that will support them to parent effectively Increase children's potential to be successful at school and in their home environ ment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 develop mental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributionthat all DISD campuses are making towards parent education and parental involvement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					RHS 10-28-10 Hodge Elementary: Family Literacy Nights 1-20-11 thru 3-24-11 Ryan High: Empowering Families District Wide Parent Education Event for English and Spanish speaking families: 3-5-11 Training for attendance officers to help facilitate Practical Parent Education Back To Basics series for families who are experiencing truancy (classes begin in April and will be taught in English and Spanish) Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians	Support and encourage the creative and innovative ways our campuses assist families to learn and grow which build healthy and strong school and home environ ments Evaluate parent education effective ness through surveys, evaluations and facilitator feedback Attend confer ences and workshops for parent educators Collaborate with community partners to provide opportun ities for parent education and parental involve ment outside of the campuses		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families			

2010-2011 District Improvement Plan
Denton Independent School District

School Counseling

WIG 1 – Ideal State (Goal):
Each campus will continue implementation of a Comprehensive, Developmental School Counseling Progam as described by SB 518, District Board Policy FFE, FFEA, EJ

SB 158 (FFEA Legal)requires all school counselors to assume responsibilities for working with the school faculty and staff, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components:
Guidance;
Responsive Services;
IndividualPlanning;
System Support.
Plan must address special needs of students at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; In need of modified strategies;or gifted and talented withemphasis on identifying andserving G/T students who are educationally disadvantaged.

Objective:
100% of Denton ISD campuses will have access to services provided through a Comprehensive, Developmental School Guidance and Counseling Program

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1, Conduct annual counseling Needs Assessment at the beginning or end of each year and deveop data driven guidance plan. (FFEA--Plan must include the 4 components and address the needs of at risk students described in WIG 1 above and include the following in the process: • parent consultation and referrals as appropriate • consultation with staff, parents, and community to support student success • coordination of people and resources • interpretation and use of assessment data to help students make educational and career plans • Counselor led guidance or consultation to teachers delivering guidance.) **Person(s) Responsible:** Campus Counselor with support from Campus Admin. and District Counseling Services team **Completion Date:** Plan Due Oct. 1; Needs Assessment annually	Download or purchase copy of State Plan at TEA site under Curriculum/ Guidance and Counseling; American School Counselor Association Resource Guides District "Opening Doors" manual; Campus selected guidance curriculum Counselor developed guidance materials; Campus Bully Prevention Plan District SDFS & campus needs assessment; Social Work Services; Special Education; Gifted andTalented office; Collaboration between with local agencies and universities; Collaboration with Coord. School	[ ]	[ ]		Campus Counseling needs assessment conducted during first or last monthy of the school year and reviewed with campus administration. Annual Guidance Plan with calendar of events submitted to principal and director of counseling by Oct. 1. Minutes of meetings held with faculty/staff; parents/ students to plan and evaluate program; Logs of student meetings for educational and career planning; Logs of guidance presentations; Resource materials reviewed and materials ordered if needed.	Summary Logs tracking time in 4 Components submitted at the end of each six week period to Director of Counseling and principal. 3 year Action Plan or Review of program development due by June of the school year to Principal and Director of Counseling along with Accountability Project results report. Measure student impact by academic progress and alignment of services delivered.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
at beginning or end of school year **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Health Prog. and SHAC Advisory; Project Alert for MS; Behavioral RTI teams; Group/Individual counseling with campus counselor(s) and/or referrals to local agencies							
2. Per FFEA, Annually conduct Parent preview of guidance program. All materials to be used shall be available during school hours along with description of types of activities included. **Person(s) Responsible:** Campus Counselor with support from Campus Admin. and District Counseling Services teams Campus counselors **Completion Date:** scheule Parent Preview in early fall **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Resources listed in Lead1; Campus Annual Guidance plan; Campus Counseling services brochure; Camus Counseling Website; Guidance Lessons; DAVE; Character Education materials; ASCA Guidance Binders; Steps to Respect and Second Step Kits; Other Campus purchased materials	[ ]	[ ]		Schedule and promote Parent Preview for Guidance Program; Make available Parent comment cards to solicit input; Invite parents to serve on Guidance Advisory Committee.	Inventory of Guidance program materials and annual growth of resources; parent surveys and comments; Counseling Budget review	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. Accountability Project Each campus counseling office will design and conduct an annual Accountability Project based on Campus Report Card/AEIS data; Counseling Needs Assessment; Discipline; Attendance data;TAKS/EOC course data. Project objective will be stated in measurable format clearly indicating target and counseling strategies to be applied. Project should be tied to Campus Improvement goal(s). Project plan should be submitted to Principal and Director of Counseling by October 1 with mid-year progress report due at counseling meeting in January and final results report due prior to end of contract year in June. **Person(s) Responsible:** Campus Counselor with support from Campus Admin. and District Counseling Services team and School Health Advisory **Completion Date:** June of counselor contract year **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	campus report card/AEIS data; Counseling needs assessment including review of responsive services categories and numbers of students served in each; Discipline and attendance reports; Campus Bully Prevention Plan and Reports; TAKS/EOC data Parent Preview comments Parent/Student surveys Campus Improvement Plan District Improvement Plan	[ ]	[ ]		counselor gathers data for analysis; counselor meets with administrative and/or advisory team; counselor identifies target and strategies to meet measurable objective; Project plan submitted to principal and Director Oct. 1	Midyear progress report submitted in January; Results review submitted in June; Results used in planning for subsequent year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
4. A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal gradu-ation plan (PGP) for each student enrolled in a junior high, middle, or high school who: • Is not likely to receive a high school diploma before the fifth school year following the student's enrrollment in grade level nine,as determined by the District. A PGP must: • Identify educational goals for the student • Include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies. • Include an intensive instruction program described in EHCB • Address participation of the student's parent or guardian, in-cluding consideration of the parent's or guardian's educational expectations for the student, and • Provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, online instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability. In addition, the PGP for each student entering 9th grade should identify a course of study that promotes college and work force readiness, career planning and transition from secondary to post secondary education. A student's IEP developed under EHBAB may be used as that student's PGP **Person(s) Responsible:** Person(s) Responsible: Counselor, Teacher, adminsitrators as assigned by principals **Completion Date:** 8th Grade and subsequent annual review **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District and Campus PGP forms and Aware software At risk data including list of students failing one or more TAKS or EOC exams Board Policy EIC	[ ]	[ ]		Assignment of PGP responsibility to guidance counselor, teacher, or other appropriate individuals; Development of annual list of students at risk of not graduating with their class. Meetings scheduled with students and parents to develop and or review PGP	PGPs signed and delivered to Parents and on file with campus; Improvement in measures of academic achievement; removal from at-risk list; High School graduation achieved.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Science 3rd-5th

WIG 1 – Ideal State (Goal):
Increase Elementary Science TAKs scores from 88% to 95% by May of 2011.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Arrange new TEKs into a scope and sequence. **Person(s) Responsible:** Sharon Betty **Completion Date:** 8/09- 2/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time Portal Page Eduphoria	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Post clarifying documents for all TEKS. **Person(s) Responsible:** Sharon Betty **Completion Date:** Aug 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time Portal Page Eduphoria	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Align the science curriculum vertically and create district standards to ensure coherent curriculum. **Person(s) Responsible:** SharonBetty **Completion Date:** Aug 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time Portal Page Eduphoria	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide training on the new science TEKs for 2010-2011. **Person(s) Responsible:** Sharon Betty **Completion Date:** Aug 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time Portal Page Eduphoria	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Offer workshops after school for various topics of interest to science teachers. **Person(s) Responsible:** Sharon Betty **Completion Date:** Aug 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time Portal Page Eduphoria	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Science 3rd-5th

WIG 2 – Ideal State (Goal):
Increase Elementary Science TAKs scores from 88% in physical scince to 95%.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide Physical Science Academies for grades 3-5 to support implementation of lessons and teacher understanding. **Person(s) Responsible:** Sharon Betty/Chris Shade **Completion Date:** 8/09- 3/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title I Funds purchased books for grade levels 3-5 and provided substitutes for 3 days of training.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Science 3rd-5th

WIG 3 – Ideal State (Goal):
Inscrease Denton ISD Earth Science Scores on the Elementary Science TAKS from 76% to 90% by April 2010.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide Earth Science Academies for grades 3-5 to support implementation of lessons and teacher understanding. **Person(s) Responsible:** Sharon Betty/Chris Shade **Completion Date:** 8/09- 3/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title I Funds purchased books for grade levels 3-5 and provided substitues for 3 days of training.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Offer Ridin' the Rails training for all teachers (Junior Master Gardeners). **Person(s) Responsible:** Sharon Betty **Completion Date:** 08/09 - 06/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Junior Master Gardeners Materials. Master Gardeners Master Naturalists	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Science Pre-K through 2nd Grade

WIG 1 – Ideal State (Goal):
Lend support to increase the 5th grade Science TAKS scores in Earth Science from 76% to 80% by May, 2010.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Write target the TEKS lessons in Earth Science for grade levels K, 1, and 2 to post on the portal. **Person(s) Responsible:** Kathy Morrison **Completion Date:** 8/09 - 2/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time Portal page	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Hold Science Academies for K, 1, and 2 Title I teachers in the fall and spring to support understanding and implementation of Earth Science TEKS **Person(s) Responsible:** Kathy Morrison/ Chris Shade **Completion Date:** Oct 2009/ Feb 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title I Funds purchased kits for all grade levels and paid for substitues for 1/2 day for K, 1, and 2 teachers in Oct. and Feb,	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Write target the TEKS lessons in Physical Science for grade levels K, 1, and 2 to post on the portal. **Person(s) Responsible:** Kathy Morrison **Completion Date:** 8/09 - 2/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time Portal page	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Hold Science Academies for K, 1, and 2 Title I teachers in the fall and spring to support understanding and implementation of Physical Science TEKS **Person(s) Responsible:** Kathy Morrison/ Chris Shade **Completion Date:** Oct 2009/ Feb 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title I Funds purchased kits for all grade levels and paid for substitues for 1/2 day for K, 1, and 2 teachers in Oct. and Feb,	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Science Pre-K through 2nd Grade

WIG 2 – Ideal State (Goal):
Lend Support to increase the 5th grade science scores on TAKS from 88% to 95% in May of 2011.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Create a Science Scope and Sequence to post on Eduphoria. **Person(s) Responsible:** Kathy Morrison **Completion Date:** 8/09 - 2/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time Portal page Eduphoria	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Post science TEKS clarification documents for all TEKS to be taught. **Person(s) Responsible:** Kathy Morrison **Completion Date:** Aug 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time Portal page Eduphoria	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Align the science curriculum vertically and create district standards to ensure coherent curriculum. **Person(s) Responsible:** Kathy Morrison Sharon Betty Science Specialist **Completion Date:** May 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time Science TEKS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide training on the new sicence TEKS for 2010-2011 **Person(s) Responsible:** Kathy Morrison Sharon Betty Science Specialist **Completion Date:** June 2010- Augus 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time Training from Region XI Printing for documents provided	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Create lessons for the Nature of Science and Life Science TEKS **Person(s) Responsible:** Kathy Morrison **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time Portal Eduphoria	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary Curriculum Department

WIG 1 – Ideal State (Goal):
95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Objective:
Deepen teachers' understanding of their content, instructional strategies, and new state standards and/or assessments

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators' Meetings and Principal Cluster Meetings: Provide professional development for administrators to scaffold and empower them to be instruction leaders by (1) Providing ELA, math, science and social studies professional development mini-sessions (2) Providing updates from First Year Teacher Academy (3) Providing content specific information from targeted staff development sessions (4) 100% participation in data desegregation based on the Dana Center model (5) 100% participation in the Leadership Academy sessions **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, professional books, materials from conferences, trainings, workshops	[ ]	[ ]		Staff development curriculum surveys, Eduphoria! Workshop and Forethought, sign in sheets,	Completed observation checkilists and classroom observation matrix to discuss positive impact and/or concerns; share knowledge from trainings, conferences, etc.	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Assistant Principals' Curriculum and Instruction Leadership Academy: Professional learning for associate principals, assistant principals, and Deans of Insruction to support their development as instructional leaders by (1) providing an in-depth study of district-wide instructional practices such as the 5E Instructional Framework, Differentiated Instruction, Academic Vocabulary, Best Practices, Professional Learning Communities, etc. (2) connecting the in-depth study to recognition of these instructional strategies in the classroom (3) practicing collecting observational data about best practices (4) STAAR and EOC Updates (5) networking with peers using a variety of protocols for productive discussions and sharing of experiences **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	TPTR Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, professional books, materials from conferences, trainings, workshops	[ ]	[ ]		Staff development curriculum surveys, Eduphoria! Workshop and Forethought, sign in sheets,	Completed observation checkilists and classroom observation matrix to discuss positive impact and/or concerns; share knowledge from trainings, conferences, etc.	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Secondary Curriculum Department will attend state and national conferences with a focus on English Language Learners, leadership, assessment, Differentiated Instruction, and Professional Learning Communities **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	TPTR Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, national and state conference materials, professional journals and books	[ ]	[ ]		Updates and dicussion during Secondary Curriculum Dept. weekly staff meetings (agenda) and implementation of new learning and changing ideas incorporated into professional development for staff	Updates and dicussion with principals and teachers and implementation of new learning and changing ideas incorporated into professional development for staff	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Establish guidelines and timelines for curriculum and instructional implementation of the updated / revised Scope and Sequence and the training of teachers in the use of the guides as well as develop a feedback loop to gather input from teachers **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, High school Academic Leadership Team(ALT), and middle school dept	[ ]	[ ]		Collaboration of the Director Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department, ALT, and middle school dept. chairs	Completed guidelines and implementation plan, staff development agendas and notes	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Secondary Instructional Support Teachers (ISTs) will attend National Instructional Coaching Institute, Level 1 & 2, and the Center for Teacher Induction, the Coaching Conference, as well as other instructional strategies workshops and trainings **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** January 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	TPTR Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs	[ ]	[ ]		Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and implementation of new/changing ideas incorporated into professional development for staff	Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and implementation of new/changing ideas incorporated into professional development for staff, observatoin logs, planning logs	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Review through professional learning communities the district-wide academic vocabulary list for all grade levels in the content areas of ELA, math, science, and social studies for final adjustments **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** August 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs	[ ]	[ ]		Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and implementation of new/changing ideas incorporated into professional development for staff	Agendas from PLC meetings, revised Academic vocabulary lists, Scope and Sequence documents	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Participation in visits to other school districts in which the demographics are similar to Denton ISD and who have an existing, successful program in the area of advanced academics grades 6-12 and Pre-AP and AP programs **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Departmen **Completion Date:** March 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs	[ ]	[ ]		Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and implementation of new/changing ideas incorporated into professional development for staff	Updates and discussion during principals cluster meetings, assistant principals' meetings, ALT meetings, and implementation of new/changing ideas incorporated into professional development for staff	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for a Leadership Team from every middle and high school lead by the principal in the framework and principles of effectively implementing Professional Learning Communities through the PLC 4 Real program level 2 - Look 2 Learning **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** March 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Secondary Curriculum, Instruction, and Staff Development, Director of Special Education, Consultants, Stimulus Funds	[ ]	[ ]		Agendas and notes from Principals' meetings, PLC agendas, ALT meeting agendas and notes, visits and participation in PLC meetings	Principal interviews, teacher surveys, classroom observations and Look 2 Learning data	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provde on-going professional development for the Academic Leadership Team (ALT) in targeted district initiatives such as Differentiated Instruction, Academic Vocabulary, Best Practices, assessment, and Professional Learning Communities **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, professional books,	[ ]	[ ]		Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and weekly ALT meeting notes and agendas, and implementation of new/changing ideas incorporated into professional development for staff	Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and weekly ALT meeting notes and agendas, classroom observations, departmental meeting notes and agendas, and implementation of new/changing ideas incorporated into professional development for individual department staff members	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase offerings of formal and informal staff development opportunities after school and during conference periods to enhance, enrich, and support the district-wide staff development sessions throughout the school year Increase offerings in formal and informal collaborative instructional enrichment support after school and during conference periods for first and second year teachers **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school depart. Chairs, and teacher trainers	[ ]	[ ]		Student work samples, classroom visits, planning artifacts, SRI, observation checklists (Exemplars), classroom observational matrix, formal and informal interviews with teachers and principals	TAKS, PSAT, SAT, AP scores	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Offer a research-based series of professional development courses on scheduled staff development days that are provided by experts in the field which make connections to : (1) Modeling and incorporating best practices to meet the need of the diverse learners, (2) the 5E Instructional Framework, (3) content writing, (4) integrating technology into classroom instruction, (5) effective instructional strategies for the ELL students, (6) providing strategies and materials for teaching higher order thinking, questioning, teaching for depth and complexity, and for helping students construct their own meaning, (7) teacher reflection using the 30-60-90 action plan strategy, and (8) providing related professional books **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** October 2010 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, and teacher trainers	[ ]	[ ]		Student work samples, classroom visits, planning artifacts, SRI, observation checklists (Exemplars), classroom observational matrix, formal and informal interviews with teachers and principals	PLC agendas and notes, observed changes in instruction, lesson plans, teacher reflections	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide the First Year Teacher Academy (FYTA) for all new to the profession (zero years experience) secondary teachers. Initiate the development of a new Second Year Teacher Academy (SYTA) and Third Year Teacher Academy (TYTA) program modeled after the programs developed by Ginger Tucker for possible district-wide implementation Maintain a FYTA website and blog **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funding, Director of Secondary Curriculum, Instruction, and Staff Development and the First Year Teacher Academy Teacher Trainers, ISTs	[ ]	[ ]		Pre-test, student work samples, classroom visits, planning artifacts, observation checklists (Exemplars), classroom observational matrix, formal and informal interviews with teachers and principals	Post-test, teacher questionnaire, teaceher reflections, teacher interviews, retention rate	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide AP Teachers' Summer Institute for the continued development and improvement of the high school Advanced Placement Program Offer a specific staff development series targeting the needs of the Pre-AP and AP teachers **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, consultants, and teacher trainers	[ ]	[ ]		Student work samples, classroom visits, planning artifacts, SRI, observation checklists (Exemplars), classroom observational matrix, formal and informal interviews with teachers and principals	AP enrollment, number of students taking AP exams, number of students taking more than one AP exam, AP exam results, student and parent surveys, commended TAKS students, PSAT and SAT scores	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide quality staff development with TEKS (STAAR) correlation using research based best practices and ELL support in 100% of district sponsored professional development offerings Place a Cracking the Code (Sheltered Instruction Observation Protocol -SIOP) trainer on each staff development training team to provide support and strategies for the teachers who serve English Language Learners **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** June 2010 - June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, and teacher trainers, ESL 6-8 and 9-12 Coordinators	[ ]	[ ]		Staff development planning sessions artifacts, student work samples, classroom visits, planning artifacts, observation checklists, formal and informal interviews with teachers and principals	Student work samples, classroom visits, planning artifacts, SRI, observation checklists (Exemplars), classroom observational matrix, formal and informal interviews with teachers and principals, ESL TAKS scores	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide campus level support from Secondary Curriculum Coordinators and ISTs through modeling, teaching, collaborating, and coaching with secondary faculty / staff in the area of ELL instructional strategies and best practices **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators,and ISTs, ESL 4-8 and 6-12 Coordinators, new funding for four ISTs to cover all core content areas	[ ]	[ ]		Staff development planning sessions artifacts, student work samples, classroom visits, planning artifacts, observation checklists, formal and informal interviews with teachers and principals	Student work samples, classroom visits, planning artifacts, SRI, observation checklists (Exemplars), classroom observational matrix, formal and informal interviews with teachers and principals, ESL TAKS scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide list of recommended materials and resources necessary for all participants to implement professional development learning into the classroom Provide list of recommended materials and resources to implement the updated / revised Scope and Sequence documents **Person(s) Responsible:** Director of Secondary Curriculum, Instruction,and Staff Development, Curriculum Coordinators **Completion Date:** August 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators	[ ]	[ ]		Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, and implementation of new/changing ideas incorporated into professional development for staff	Completed lists of resources and materials, departmental meeting agendas, other professional leaning agendas, PLC notes and agendas	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop a STAAR transition plan to provide professional learning opportunties for teachers and administrators on the new student assessment instruments **Person(s) Responsible:** Director of Secondary Curriculum, Instruction,and Staff Development, Curriculum Coordinators **Completion Date:** August 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs,	[ ]	[ ]		Updates and discussion during Secondary Curriculum Dept. weekly staff meetings, plan of action	Teacher 30/60/90 exit tickets, teacher refelctions, lesson plans, PLC agendas	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Plan, develop, and provide staff development and instructional support all based on needs as defined by disaggregated assessment data so that the district will experience increase in student achievement: Reading– increase passing rate on TAKS to 90% for 6th grade students, 92% for 7th grade, 95% for 1st reading test for 8th grade, and 9th grade commended to 32 ELA– increase commended rate to 20% on TAKS for 10th grade and and increase commended rate to 36% on TAKS for for 11th grade Writing – increase commended rate to 15% for 7th grade students Social Studies –increase commended – 8th to 60%, 10th to 42% and 11th to 52 Math – increase passing rate on TAKS to 90% for 6th grade students, 90% for 7th grade, 87% for grade 8-1st adm. with 25% commended. And 95% by third adm.; 80% for 9th, 85% for 10th and 90% for 11th grade – 1st administration Science - increase passing rate on TAKS to 80% for 10th, 92% for 11th , and 82% for the 8th grade test **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, teacher trainers, and principals	[ ]	[ ]		Student work samples, classroom visits, planning artifacts, SRI, observation checklists (Exemplars), classroom observational matrix, formal and informal interviews with teachers and principals	TAKS data	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase Bilingual / ESL TAKS scores by 5% in all content areas through collaboration and joint training and implementation of strategies **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, ESL 4-8 and 9-12 Coordinators, and principals	[ ]	[ ]		Student work samples, classroom visits, planning artifacts, observation checklists, classroom observational matrix, formal and informal interviews with teachers	ESL TAKS scores	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Train, prior to the beginning of school, all new to the district teachers in ELA, math, science, social studies, and world languages in the 5E Instructional Framework model, Direct Vocabulary Instruction, and content specific program components **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** August 2010 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, and teacher trainers	[ ]	[ ]		Student work samples, classroom visits, planning artifacts, observation checklists, classroom observational matrix, formal and informal interviews with teachers	TAKS AP, PSAT, and SAT, scores	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Incorporate the 5E Instructional Framework in the core content areas for lesson planning in 100% of all professional development offerings **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, and teacher trainers	[ ]	[ ]		Student work samples, classroom visits, planning artifacts, observation checklists, classroom observational matrix, formal and informal interviews with teachers	TAKS AP, PSAT, and SAT, scores	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Create and implement a summer staff development academy based on district goals and teacher needs **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** August 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, and teacher trainers, and consultants	[ ]	[ ]		Observation checklists, classroom observational matrix, formal and informal interviews with teachers and principals	Academy offerings, budget expenditures, professional development surveys	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary Curriculum Department

WIG 2 – Ideal State (Goal):
Provide and supervise intervention / acceleration and enrichment programs at 100% of secondary campuses

Objective:
Ensure that all learners' needs are met to increase student achievement

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Maintain 100% implementation of high school acceleration courses / sessions for all students who failed TAKS **Person(s) Responsible:** Director of Secondary Curriculum, and Secondary Curriculum. Dept. **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Secondary Curriculum, Secondary Curriculum Department, ALT, ISTs, and principals	[ ]	[ ]		course / session offerings, student enrollment	TAKS data	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Maintain 100% implementation on all high school campuses of Saturday or evening Practice AP exams sessions in preparation for AP exams **Person(s) Responsible:** Director of Secondary Curriculum, Secondary Curriculum Coordinators , and all AP teachers **Completion Date:** April 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	AP Funding, Director of Secondary Curriculum, Secondary Curriculum Dept., ALT, and all AP teachers, practice exams	[ ]	[ ]		Sign-in sheets, class rosters, website postings, timesheets	AP exam scores	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continued development of a district-wide philosophical framework for the high school Advanced Placement Program that focuses on increasing student achievement in the program especially among under represented student groups **Person(s) Responsible:** Director of Secondary Curriculum Department, Curriculum. Coordinators , ALT, and all AP teachers **Completion Date:** May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	AP funding, Director of Secondary Curriculum, Curriculum Coordinators, ALT, all AP teachers	[ ]	[ ]		Student work samples, classroom visits, planning artifacts, observation checklists, classroom observational matrix, formal and informal interviews with teachers	AP enrollment, AP exam scores, number of students taking AP exams, number of students taking more than one exam, PSAT, SAT	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Maintenance of AP website for students and parents **Person(s) Responsible:** Director of Secondary Curriculum Department **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Director of Secondary Curriculum, technology support	[ ]	[ ]		Website	Updates /use of website, parent and student feedback	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Horizontal and vertical alignment of guidelines, curriculum, and instructional strategies for Pre-AP and AP courses in the core areas **Person(s) Responsible:** Director of Secondary Curriculum, and Secondary Curriculum. Department, ALT, and all AP teachers **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	AP funding, Director of Secondary Curriculum, Secondary Curriculum Department, ALT, and all AP teachers	[ ]	[ ]		Course syllabi, teacher websites, lesson plans / Forethought,, student work samples, classroom visits, planning artifacts, classroom observation checklists, formal and informal interviews with teachers	AP enrollment, AP exam scores, number of students taking AP exams, number of students taking more than one exam, PSAT, SAT, commended on TAKS, parent surveys	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
100% of AP courses approved through the College Board AP Audit Process and reauthorized each year **Person(s) Responsible:** Director of Secondary Curriculum, Secondary Curriculum Department, ALT, all AP teachers , and principals **Completion Date:** December 2010 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Director of Secondary Curriculum, Secondary Curriculum Department, ALT, and all AP teachers	[ ]	[ ]		Course syllabi	College Board authorization approval letter for each course	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
100% compliance by all middle school campuses with the Student Success Initiative (SSI) guidelines and procedures **Person(s) Responsible:** Director of Secondary Curriculum, and ELA and Math Curriculum. Coordinators **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	SSI funding, Director of Secondary Curriculum, ELA and Math Curriculum Coordinators	[ ]	[ ]		Personal Graduation Plans, SSI Reports	AMI/ARI acceleration instruction logs, TAKS, , SSI summative reports, graduation statistics	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop, implement, and monitor district wide benchmark assessments (Bonus Rounds) for the four core content areas in grades 6-12 in collaboration with teachers (Congress of Auditors) and principals and established Professional Learning Communities (PLC) **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	CCAP, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, ALT, middle school dept. chairs, teachers, Assessment Coordinator	[ ]	[ ]		Bonus Round Assessments, Congress of Auditors' sessions, PLC sessions,	Bonus Round Data, formal and informal interviews with teachers, TAKS data	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary Curriculum Department

WIG 3 – Ideal State (Goal):
Impact the level of instruction in ways that will enhance student achievement in the core content areas, thus increasing student success on TAKS and other standardized assessments

Objective:
Increase the rigor, relevance, and level of student engagement in secondary classrooms

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Revise and update the existing Denton ISD Scope and Sequence curriculum documents in the core content areas grades 6-12 as needed: (1)follow an established timeline for writing and implementation (2)recruit a representative writing committee for each grade level / content area (3)establish a budget (4)purchase materials (5)hold a summer curriculum institute (6)publish documents **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funding, Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, and teachers	[ ]	[ ]		Work session sign in sheets, planning and work session artifacts, drafts of Scope and Sequence documents	Scope and Sequence Documents, lesson plans, classroom visits obseravtion logs,	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor implementation of revised Denton ISD Scope and Sequence **Person(s) Responsible:** Director of Secondary Curriculum, Instruction, and Staff Development and the Secondary Curriculum Department **Completion Date:** May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Documents Director of Secondary Curriculum, Instruction, and Staff Development, Curriculum Coordinators, and ISTs, ALT, middle school dept. chairs, and principals	[ ]	[ ]		Student work samples, classroom visits, planning artifacts, observation checklists, classroom observational matrix, formal and informal interviews with teachers	Student work samples, classroom visits, planning artifacts, observation checklists, formal and informal interviews with teachers Scope and Sequence Documents, TAKS, PSAT, and SAT scores	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary English Language Arts

WIG 1 – Ideal State (Goal):
Provide and supervise intervention and enrichment programs at 100% of secondary campuses

Objective:
Ensure that all learners' needs are met to increase student achievement

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Serve 5 - 10% of the secondary student population in reading intervention **Person(s) Responsible:** Secondary Language Arts Coordinator; campus principals **Completion Date:** May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	READ 180; intervention teacher, tutors, summer school curriculum materials; summer school teachers	[ ]	[ ]		SRI Reports, Enrollment in Read 180	TAKS scores, common assessments, teacher feedback	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide professional learning sessions, which target instructional needs, to 8th grade reading teachers **Person(s) Responsible:** Secondary ELA coordinator **Completion Date:** April 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Reading teachers, Secondary ELA IST, curriculum materials	[ ]	[ ]		teacher feedback, classroom observations, student work samples	TAKS scores, common assessments, summative confernce with teachers, student work samples	[ ] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional learning sessions, which target instructional needs by focusing on assessment, direct vocabulary instruction, rigor and relevance, to Title I English teachers **Person(s) Responsible:** Secondary Language Arts Coordinator **Completion Date:** February 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	English teachers, curriculum materials, Thinking Maps	[X]	[ ]		teacher feedback, classroom observations, student work samples	TAKS scores, common assessments, summative confernce with teachers, student work samples	[ ] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
100% implementation of the READ 180 program on all middle and high school campuses **Person(s) Responsible:** Director of Secondary Curriculum, and ELA Curriculum Coordinator **Completion Date:** May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Funding, designated classroom technology components, ELA Curriculum Coordinator, ELA IST, READ 180 trained teachers, principals	[ ]	[ ]		SRI Reports, classroom observations, Read 180 teachers	TAKS, SRI Reports	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Offer and support gifted/talented and Pre-AP/AP or Enhanced English opportunities in the language arts on all secondary campuses **Person(s) Responsible:** Secondary ELA coordinator; middle school ELA department chairs; high school English Academic Instructional Leaders; AP teachers, secondary principals **Completion Date:** May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Pre-AP/AP teachers; G/T teachers; course syllabi; AP instructional materials; AP funds	[ ]	[ ]		ALT content meetings; middle school cadre meetings	Enrollment in EXPO (middle school G/T program), Pre-AP/AP and Enhanced English classes	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary English Language Arts

WIG 2 – Ideal State (Goal):
Ninety-five percent of secondary faculty and staff will attend district-sponsored professional development days which will increase knowledge of teachers to positively impact achievement for all students in the core content areas

Objective:
Deepen teachers' understanding of their content, instructional strategies, and new state standards and/or assessments

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Offer a series of researchedbased English language arts professional learning sessions that model and incorporate best practices, 5E Instructional Framework, content writing, Cracking the Code strategies (SIOP), and reading and writing pedagogy to meet the needs of diverse learners **Person(s) Responsible:** Secondary ELA Coordinator **Completion Date:** March 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Secondary ELA Coordinator, Secondary ELA IST, consultants, curriculum materials, professional books	[ ]	[ ]		Teacher feedback, classroom observations, student work samples	TAKS scores, common assessments, summative confernce with teachers, student work samples	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide and lead training updates, resources, and Professional Learning Community meetings, such as updates on STAAR for 6th - 8th grade reading, 7th grade writing, and English I, II, III. **Person(s) Responsible:** Secondary ELA coordinator, department chairs **Completion Date:** November 2010 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Secondary ELA Coordinator, CREST meetings, MetroCREST meetings	[ ]	[ ]		teacher feedback, classroom observations, student work samples	TAKS scores, common assessments, summative confernce with teachers, student work samples	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide professional learning sessions, which target instructional needs and address assessment, direct vocabulary instruction, and Thinking Maps, to Title I English teachers. **Person(s) Responsible:** Secondary ELA coordinator, **Completion Date:** February 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Coordinators, curriculum materials, professional books, Thinking Maps	[X]	[ ]		teacher feedback, classroom observations, student work samples	TAKS scores, common assessments, summative confernce with teachers, student work samples	[ ] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Support content writing throughout the schools by having students in world language classes translate the 6 traits of wrting into the target language and use them as they write. **Person(s) Responsible:** Secondary world language chairs and teachers **Completion Date:** November 2010 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	world language teachers, curriculum materials	[ ]	[ ]		teacher feedback, classroom observations, student work samples, lesson plans	common assessments, summative confernce with teachers, student work samples	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Promote connections between the concepts and skills in the world languages and those in the English languages **Person(s) Responsible:** world language teachers and English teachers **Completion Date:** May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	world language and English teachers	[ ]	[ ]		teacher feedback, classroom observations, student work samples, lesson plans	common assessments, summative confernce with teachers, student work samples	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Offer a series of researched-based professional learning sessions that model and incorate best practices, 5E Instructional Framework, content writing, and language pedagogy to deepen the understanding of the uses of the language labs. **Person(s) Responsible:** Secondary ELA and World Language Coordinator, World Language Chairs **Completion Date:** October 2010 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	World Language Chairs, consultants, language labs	[ ]	[ ]		teacher feedback, classroom observations, student work samples, lesson plans	summative confernce with teachers	[ ] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary English Language Arts

WIG 3 – Ideal State (Goal):
Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student success on TAKS and other standardized assessments

Objective:
Increase the rigor, relevance, and level of student engagement in secondary classrooms

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All middle school reading teachers will administer the SRI during the first and fifth six weeks. Eighth-grade teachers will administer the second SRI during the fourth six weeks to provide data for placement into high school reading programs. **Person(s) Responsible:** Secondary ELA coordinator; middle school ELA department chairs; middle school reading teachers; high school counselors **Completion Date:** April 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Middle school reading teachers; SRI assessment suite; student data reports	[ ]	[ ]		SRI Reports	SRI reports; reading report to high school for placement of incoming freshmen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Support content area writing throughout the schools **Person(s) Responsible:** Secondary ELA coordinator; department chairs; Secondary ISTs **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Secondary Instructional Support Teachers; classroom teachers	[ ]	[ ]		Classroom writing assignments, lesson plans, classroom visits	TAKS scores, Eduphoria!	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Meet and plan with teachers on targeted campuses for the purpose of increasing student achievement **Person(s) Responsible:** Secondary ELA coordinator **Completion Date:** April 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Secondary ELA coordinator; Secondary ELA IST	[ ]	[ ]		Lesson plans, classroom visitsteacher feedback, classroom observations, student work samples,	TAKS scores, Bonus Round Assessments, summative confernce with teachers, student work samples,	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Revise curriculum with TEKS in order to better prepare students for STAAR **Person(s) Responsible:** Secondary ELA coordinator; Secondary ELA chairs **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Secondary ELA; ELA teachers; Secondary ELA IST; secondary ELA chairs; curriculum funds	[ ]	[ ]		teacher feedback, classroom observations, student work samples	TAKS scores, common assessments, summative confernce with teachers, student work samples	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary Personal Graduation Plan

WIG 1 – Ideal State (Goal):
Each MS and HS student who is at-risk for not graduating within 5 years of enrolling in grade 9 or who does not perform satisfactorily on a state assessment will have a personal graduation plan (PGP) developed by a counselor, teacher or principal designee on file and updated annually

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Personal Graduation Plan (PGP) will identify educational goals; Include diagnostic information, monitoring and intervention; Provides intensive instructional program; Include parent participation and parent goals for the student; Provide innovative methods to promote advancement **Person(s) Responsible:** Campus counselors; Teachers; Parents **Completion Date:** Fall sem each year and as new at risk students enroll **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Board Policy EIF Legal Keene PGP software; Aware PGP AESIT PGP materials Campus developed forms	[ ]	[ ]				[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
IEP can serve as PGP **Person(s) Responsible:** designated PGP staff & special ed staff **Completion Date:** ARD Review **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	IEP forms Special Ed staff	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary Instruction Support Teachers

WIG 1 – Ideal State (Goal):
Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student learning and success on TAKS and other standardized assessments.

Objective:
Provide, through a year-long coordinated sequence of interpersonal and group interactions, multiple opportunities for targeting areas of professional growth needed by early-experience teachers.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
develop supportive, cooperative relationships with all teachers (primarily focused on first-year, core-content areas) to emphasize expectation of continuous professional learning **Person(s) Responsible:** Secondary Instructional Support Teachers (ISTs) **Completion Date:** June 3, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	time with teachers (one-on-one and group), KU Center for Research on Learning materials, PLC 4 REAL tools, Tools-n-Talk, various forms of communication (emails, phone calls, face-to-face), various opportunities to interact with teachers (FYTA, Department Meetings, District-wide Staff Development, Pinpointing Student Learning Sessions, ALT), Prinicpal support and cooperation	[ ]	[ ]		voluntary attendance at IST Power Sessions, teachers seeking out PD opportunities, teacher-initatied collaboration with ISTs	Eduphoria survey results, IST documentation logs	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
collaborate with individual teachers on campuses where student performance has been identified as a concern **Person(s) Responsible:** Secondary Coordinators & ISTs **Completion Date:** June 3, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Bonus Round data, TAKS data, Principal referral, Principal support, Principal cooperation, Department Head support and cooperation, classroom observation tools, time with teachers (one-on-one and group), Jim Knight books, Randy Sprick books, PLC 4 REAL tools, Mike Murphy's Tools-n-Talk	[ ]	[ ]		Change in instructional practices observed during classroom observations	Bonus Round, TAKS	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
observe teachers' instructional pacing and alignment to scope and sequence documents **Person(s) Responsible:** Secondary ISTs **Completion Date:** June 3, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	curriculum documents, scope & sequence, classroom observation tools, Eduphoria, teacher lesson plans	[ ]	[ ]		Classroom observation data	Bonus Round data and teacher input during Bonus Round PLCs	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
assist beginning teachers in identifying and setting personal goals for professional learning and provide targeted mini-sessions to help them achieve their goals **Person(s) Responsible:** Secondary ISTs **Completion Date:** April 30, 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	conversation protocols, analysis of TAKS and Bonus Round data, classroom observation tools, KU Center for Research on Learning materials	[ ]	[ ]		interview documentation, observation data	classroom observation data	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
work with coordinators to develop a plan for meeting professional learning goals of beginning teachers through professional development, Title I: Pinpointing Student Learning, PLCs , or optional targeted professional development mini-sessions **Person(s) Responsible:** Secondary Coordinators & ISTs **Completion Date:** April 30, 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	TAKS data, Bonus Round data, Observation data, curriculum materials, professional books	[ ]	[ ]		teacher reflections from professional development	classroom observation data	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
assist beginning teachers in use of student assessment data and student work to measure and improve effectiveness of instruction **Person(s) Responsible:** Secondary Coordinators & ISTs **Completion Date:** June 3, 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Bonus Round data, TAKS data, Student work and rubrics	[ ]	[ ]		IST logs, data analysis results	IST classroom observation data, student testing data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
assist beginning teachers in use of student assessment data and student work to measure and improve effectiveness of instruction by setting increasingly higher goals for student success **Person(s) Responsible:** Secondary ISTs **Completion Date:** June 3, 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Bonus Round data, TAKS data, Student work and rubrics	[ ]	[ ]		Bonus Round data, student work	IST classroom observation data, student testing data	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
focus on continuing implementation and intergretation of best practices **Person(s) Responsible:** Secondary ISTs **Completion Date:** June 3, 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	KU Center for Research on Learning materials, Induction Institiute materials, professional books and conferences, TPTR funds	[ ]	[ ]		IST professional learning records	mentoring notes, classroom observation data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
contribute to wellness among beginning teachers by providing encouragement, reassurance, and guidance at points of need **Person(s) Responsible:** Secondary ISTs **Completion Date:** June 3, 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	IST binder, welcome meeting, KU Center for Research on Learning materials	[ ]	[ ]		teacher absence data, IST logs	teacher retention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary Mathematics

WIG 1 – Ideal State (Goal):
Ninety-five percent of secondary faculty and staff will attend district-sponsored professional development that will increase the knowledge of teachers to positively impact achievement for all students in the core content areas.

Objective:
Deepen teachers' understanding of their content, instructional strategies, and new state standards and/or assessments

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional learning at all secondary levels that reinforces the 5E Instructional Framework, content writing, Cracking the Code strategies (SIOP), best practices, TAKS and STAAR preparation, pedagogy and indepth mathematical content knowledge **Person(s) Responsible:** Secondary Math Coordinator; middle school Math department chairs; High School Academic Instructional Leaders **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Secondary Math Coordinator; Staff development trainers; consultants; middle school Math department chairs; High School Academic Instructional Leaders; Math curriculum funds, TPTR funding	[ ]	[ ]		August trainings on 5E, Direct Vocabulary Instruction; mini-sessions on patterns, games, MSTAR, Geogebra, constant-rate multiplication; work on STAAR blueprints and readiness standards;	Eduphoria! Workshop and Forethought reports; sign-in sheets; classroom visit matrix; common assessment and benchmark data; TAKS data	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide and lead training, updates, resources, and Professional Learning Community meetings that will allow teachers to develop a deep understanding of the secondary mathematics TEKS, determine best practices for instruction, create common assessments in order to monitor progress, and understand changes and implications of the upcoming STAAR assessment system. **Person(s) Responsible:** Secondary Math Coordinator; middle school Math department chairs; High School Academic Instructional Leader **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Secondary Math Coordinator; PLC team leaders;TPTR funding	[ ]	[ ]		Bonus Round PLC meetings, mini-sessions on STAAR blueprints and readiness standards; student work samples; teacher contact log; department meetings	Eduphoria! Workshop and Forethought reports; sign-in sheets; classroom visit matrix; student work samples; common assessment and benchmark data; TAKS data	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with Algebra teachers on PLC protocols and lesson development of two additional common lessons using the Dana Center's Partnership for High Achievement protocols **Person(s) Responsible:** Secondary Math Coordinator; middle school Math department chairs; High School Academic Instructional Leader **Completion Date:** April 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Secondary Math Coordinator; middle school Math department chairs; High School Academic Instructional Leaders; Principals; Math curriculum funds; Educational Leave funds; TPTR funding	[ ]	[ ]		TAKS data; student work samples; common assessment and benchmark data	Eduphoria! Workshop and Forethought reports; sign-in sheets; classroom visit matrix; student work samples; TAKS data; student work samples; common assessment and benchmark data	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide small group professional development sessions, Pinpointing Student Learning, focusing on assessment, direct vocabulary instruction, Thinking Maps, and rigor and relevance, to middle school Title I teachers. Title I teachers will also explore the readiness and supporting standards for the upcoming STAAR assessment. **Person(s) Responsible:** Secondary Coordinators **Completion Date:** February 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Secondary Coordinators; Title I funds	[X]	[ ]		grade level professional development sessions offered in September, November, and February; student work samples; classroom visitation matrix	Eduphoria! Workshop and Forethought reports; sign-in sheets; classroom visit matrix; student work samples; TAKS data; student work samples; common assessment and benchmark data	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary Mathematics

WIG 2 – Ideal State (Goal):
Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student success on TAKS and other standardized assessments

Objective:
Increase the rigor, relevance, and level of student engagement in secondary classrooms

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Create benchmark assessments reflecting the blueprints and readiness standards for the STAAR system and use data from the assessments to address instructional concerns **Person(s) Responsible:** Secondary Math Coordinator; teacher committees; Coordinator of Data and Assessment **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Grade level/course teacher committees; Math curriculum funds; Math TEKS; CCAP system	[ ]	[ ]		Professional Learning Committee reflections; common assessment and benchmark data	TAKS data, EOC data, benchmark data	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Complete 6th grade scope and sequence documents Assessment section **Person(s) Responsible:** Secondary Math Coordinator; Curriculum Writing teams **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Math curriculum funds, Secondary Math Coordinator, Curriculum writing team, TEKS, Curriculum and Instruction documents	[ ]	[ ]		Teacher feedback; benchmark data; student work samples; classroom visit matrix	student work samples; classroom visit matrix; common assessment and benchmark data; TAKS data; revised curriculum and instruction documents	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunities to horizontally and vertically align the Advanced Math Program at the middle schools and the Pre-AP/AP Program at the high schools **Person(s) Responsible:** Secondary Math Coordinator; teacher committees; math department chairs **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Teacher committees; curriculum writing; Secondary Math Coordinator; Math curriculum funds	[ ]	[ ]		teacher feedback; department chair meetings; teacher committee work; benchmark data	student work samples; classroom visit matrix; common assessment and benchmark data; TAKS data; revised curriculum and instruction documents	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary Mathematics

WIG 3 – Ideal State (Goal):
Provide and supervise intervention/acceleration and enrichment programs at 100% of secondary campuses.

Objective:
Ensure that all learners' needs are met to increase student achievement

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Meet and plan with teachers on targeted campuses for the purpose of increasing student achievement **Person(s) Responsible:** Secondary Math Coordinator; Secondary Instructional Support Teachers; Campus math leadership **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Secondary Math Coordinator; math curriculum funds	[ ]	[ ]		TAKS data; student work samples; common assessment and benchmark data	TAKS data; student work samples; common assessment and benchmark data	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary Science

WIG 1 – Ideal State (Goal):
95% of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact student achievement

Objective:
Deepen teachers' understanding of their content, instructional strategies, and new state standards and/or assessments

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Offer a series of research-based science professional learning sessions that model and incorporate best practices, 5E Instructional Framework, content writing, Cracking the Code strategies (SIOP), and science pedagogy to meet the needs of diverse learners **Person(s) Responsible:** Secondary Science Coordinator **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Secondary Science Coordinator, consultants, ALT, middle school department chairs, teacher trainers, curriculum materials, professional books, TPTR funds	[ ]	[ ]		Student work samples and artifacts, classroom observation checklist, formal and informal teacher and principal interviews/ discussions and lesson plans	Professional development surveys, TAKS, PSAT, SAT, AP scores, lesson plans	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide and lead training updates, resources, and Professional Learning Community meetings that will allow teachers to develop a deeper understanding of secondary science TEKS and TAKS objectives, STAAR objectives, higher order thinking skills, best practice instructional strategies for science and to create common assessments in order to monitor student learning **Person(s) Responsible:** Secondary Science Coordinator, ALT & middle school department chairs **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Secondary Science Coordinator, consultants, ALT, middle school department chairs, PLC teacher trainers, curriculum materials, professional books, TPTR funds	[ ]	[ ]		Student work samples and artifacts, classroom observation checklist, formal and informal teacher and principal interviews/ discussions and lesson plans	Student artifacts, summative conferences with teachers, principal feedback, TAKS, PSAT, SAT, AP scores	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide comprehensive safety training to all secondary science teachers every 3 years as mandated by the hazardous communications act, and facilitate the annual safety training update for all secondary science teachers. Also provide the initial safety training for all new to the district secondary science teachers. **Person(s) Responsible:** Secondary Science Coordinator, ALT & middle school department chairs **Completion Date:** September 2010 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Secondary Science Coordinator, ALT, middle school department chairs, teacher trainers, safety curriculum materials, professional books, Science funds	[ ]	[ ]		Student work samples and artifacts, classroom observation checklist, formal and informal teacher and principal interviews/ discussions and lesson plans	Lab safety audit checklist, summative conference with teachers, & principal feedback	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to provide small group professional development sessions, Pinpointing Student Learning, focusing on assessment, direct vocabulary instruction, Thinking Maps, and rigor and relevance, to middle school Title I teachers. **Person(s) Responsible:** Secondary Coordinators **Completion Date:** March 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Secondary Coordinators; Title I funds	[X]	[ ]		Student work samples and benchmark data, exit tickets, Principal interviews	TAKS results, Bonus Round Assessment results	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary Science

WIG 2 – Ideal State (Goal):
Impact the level of instruction in ways that will enhance student achievement in the core areas, thus increasing student learning and success on TAKS and other standardized assessments.

Objective:
Increase the rigor, relevance, and level of student engagement in secondary classrooms

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Support and monitor the implementation of 40% hands on laboratory and field investigations required in the TEKS for all secondary science classes **Person(s) Responsible:** Secondary Science Coordinator, principals, ALT & middle school department chairs **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Secondary Science Coordinator, ALT, middle school department chairs,	[ ]	[ ]		Student work samples and artifacts, classroom/lab observations. Teacher completion of secondary lab check list.	District safety and security audit results, lower rate of student/teacher accidents in lab.	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Assist teachers in the development of campus level and district level common assessments, refine the system for the development of benchmark assessments and support teachers in using the data from the assessments to address instructional concerns and to plan instructional delivery **Person(s) Responsible:** Secondary Science Coordinator, ALT & middle school department chairs **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Secondary Science Coordinator, ALT, middle school department chairs, teacher leaders, CCAP, TEKS, State TAKS reports, Science funds	[ ]	[ ]		Student work samples and artifacts, classroom observation checklist, formal and informal teacher and principal interviews/ discussions and lesson plans	TAKS results	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue the process of revising scope and sequence which will help students be better prepared for the new end of course exams **Person(s) Responsible:** Secondary Science Coordinator, ALT & middle school department chairs **Completion Date:** July 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Secondary Science Coordinator, consultants, ALT, middle school department chairs, teacher trainers, curriculum materials, professional books, Science funds	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Meet and plan with teachers on targeted campuses for the purpose of increasing student achievement **Person(s) Responsible:** Secondary Science Coordinator **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Secondary Science Coordinator, ALT, middle school department chairs, curriculum materials, professional books	[ ]	[ ]		Student work samples and artifacts, classroom observation checklist, formal and informal teacher and principal interviews/ discussions and lesson plans	TAKS results, student artifacts, summative conferences with teachers and principal feedback	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary Science

WIG 3 – Ideal State (Goal):
Provide and support intervention / acceleration and enrichment programs at 100% of secondary campuses

Objective:
Ensure that all learners' needs are met to increase student achievement

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Support teachers in developing effective instructional strategies and materials to meet the needs of their most at risk students through Professional Learning Community meetings such as: after school mini sessions on various topics **Person(s) Responsible:** Secondary Science Coordinator, ALT, Middle school department chairs **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Secondary Science Coordinator, consultants, ALT, middle school department chairs, teacher trainers, curriculum materials, professional books	[ ]	[ ]		Teacher attendence at after school mini sessions. Students work samples.	Classroom visits, student artifacts, summative conferences with teachers and principal feedback	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Support all 8th, 10th, and 11th grade teachers in using data analysis of the previous year's TAKS scores for planning for the following school year. **Person(s) Responsible:** Secondary Science Coordinator, ALT, Middle school department chairs **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Secondary Science Coordinator, consultants, ALT, middle school department chairs, TEKS, State TAKS reports	[ ]	[ ]		Student work samples, classroom observations, informal and formal teacher and principal interviews/ discussions and lesson plans.	TAKS results, student artifacts, summative conferences with teachers and principal feedback	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Secondary Social Studies

WIG 1 – Ideal State (Goal):
Ninety-five percent of all secondary faculty, staff, and administrators will attend district sponsored professional development which will increase knowledge and collaboration of participants to positively impact achievement for all students in core areas.

Objective:
Deepen teachers' understanding of their content, instructional strategies, and new state standards and/or assessments

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Offer a series of research-based social studies professional learning sessions that model and incorporate best practices, 5E Instructional Framework, content writing, and Cracking the Code strategies (SIOP) to meet the needs of diverse learners **Person(s) Responsible:** Secondary Social Studies Coordinator **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Secondary Social Studies Coordinator, consultants, ALT, middle school department chairs, teacher trainers, curriculum materials, professional books, TPTR funds	[ ]	[ ]		Change in instructional practices observed; Classroom observation checklist; Formal and informal teacher and principal interviews/discussions; Lesson plans; Reflections from prof. dvlmt	Professional development surveys; TAKS, PSAT, SAT, & AP scores; Student work samples and artifacts; Classroom observation data	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide and lead training updates, resources, and Professionial Learning Community meetings to support teachers' understanding of secondary social studies TEKS and TAKS objectives, STAAR objectives, higher order thinking skills, best practice instructional strategies for social studies and support in creating common assessments to monitor student learning **Person(s) Responsible:** Secondary Social Studies Coordinator, ALT & middle school department chairs **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Secondary Social Studies Coordinator, consultants, ALT, middle school department chairs, PLC teacher trainers, curriculum materials, professional books, TPTR funds	[ ]	[ ]		Change in instructional practices observed; Classroom observation checklist; Formal and informal teacher and principal interviews/discussions; Lesson plans; Reflections from prof. dvlmt	Student artifacts, summative conferences with teachers; Principal feedback; TAKS, PSAT, SAT, AP scores; Classroom observation data	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide small group professional development sessions, Pinpointing Student Learning, focusing on Assessment, Direct Vocabulary Instruction, Thinking Maps, and Rigor and Relevance to Middle School Title 1 teachers. Title 1 teachers will also explore the readiness and supporting standards for the upcoming STAAR assessment. **Person(s) Responsible:** Secondary Coordinators **Completion Date:** March 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Secondary Coordinators; Professional books, Curriculum materials, Thinking Maps manuals, TPTR funds	[X]	[ ]		Grade level pd sessions offered in September, November, and February/March	TAKS results; Change in instructional practices observed; Classroom observation checklist; Formal and informal teacher and principal interviews/discussions; Lesson plans; Reflections from prof. dvlmt	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide professional development sessions to create awareness of new social studies TEKS and the need for increasing rigor in instruction and classroom assessments to meet the new standards **Person(s) Responsible:** Secondary Social Studies Coordinator **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Secondary Social Studies Coordinator, curriculum materials, professional books	[ ]	[ ]		Student work samples, formal and informal teacher and principal interviews/discussions and lesson plans, teacher assessment question samples	Student artifacts, summative conferences with teachers	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

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Denton Independent School District

Secondary Social Studies

WIG 2 – Ideal State (Goal):
Provide and supervise intervention/acceleration and enrichment programs at one hundered percent of secondary campuses.

Objective:
Ensure that all learners' needs are met to increase student achievement

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Support teachers in developing effective instructional strategies and materials to meet the needs of their most at risk students through Professional Learning Community meetings such as after school mini sessions on various topics **Person(s) Responsible:** Secondary Social Studies Coorinator, ALT, Middle school department chairs **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Secondary Social Studies Coordinator, consultants, ALT, middle school department chairs, teacher trainers, curriculum materials, professional books	[ ]	[ ]		Teacher attendance at after school mini sessions; Change in instructional practice observed	Classroom observation data; Student artifacts and work samples, summative conferences with teachers and principal feedback	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Support 8th, 10th, and 11th grade teachers in using data analysis of the previous year's TAKS scores for planning for the following school year **Person(s) Responsible:** Secondary Social Studies Coordinator **Completion Date:** May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Secondary Social Studies Coordinator, consultatns, ALT middle school department chairs, TEKS, State TAKS reports	[ ]	[ ]		Student work samples, classroom observations, informal and formal teacher and principal interviews/ discussions and lesson plans	TAKS results, Bonus Round Data; student artifacts, summative conferences with teachers, and principal feedback	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

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Secondary Social Studies

WIG 3 – Ideal State (Goal):
Impact the level of instruction in ways that will enhance student achievement in social studies, thus increasing student success on TAKS and other standardized assessments.

Objective:
Increase the rigor, relevance, and level of student engagement in secondary classrooms

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Assist teachers in the development of campus level and district level common assessments, refine the system for the development of benchmark assessments and support teachers in using the data from the assessments to address instructional concerns and to plan instructional delivery **Person(s) Responsible:** Social Studies Coorinator, ALT & middle school department chairs **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Secondary Social Studies Coordinator, ALT, middle school department chairs, teacher leaders, CCAP, TEKS, State TAKS reports, social studies funds	[ ]	[ ]		Student work samples and artifacts; Formal and informal teacher and principal interviews / discussions; Classroom observation	TAKS results; Bonus Round data	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Begin revising the scope and sequence using newly adopted social studies TEKS to help prepare students for new STAAR and End of Course assessments **Person(s) Responsible:** Secondary Social Studies Coordinator, Curriculum Writing Team Members from each campuues **Completion Date:** July 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Secondary Social Studies Coordinator, consultants, ALT, middle school department chairs, teacher trainers, new social studies teks documents, writing team members, curriculum materials, professional books, social studies funds	[ ]	[ ]		Teacher feedback, discussions with department chairs	Updated curriculum documents	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Meet and plan with teachers on targeted campuses for the purpose of increasing student achievement **Person(s) Responsible:** Secondary Social Studies Coordinator **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Secondary Social Studies Coordinator, ALT, middle school department chairs, curriculum materials, professional books	[ ]	[ ]		Students work samples and artifacts, common assessment and benchmark data, classroom observation checklist, formal and informal teacher and principal interview / discussions and lesson plans	TAKS data, common assessment and benchmark data, summative conferences with teachers and principal feedback	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide curriculum activities for grades 6-12 in recognition of federally mandated Constitution Day and state mandated Celebrate Freedom Week **Person(s) Responsible:** Secondary Social Studies Coordinator **Completion Date:** September 2010 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Secondary Social Studies Coordinator, Law-Related Education materials, various non-profit websites	[ ]	[ ]		Feedback, surveys from teachers, classroom observations	Classroom observations and feedback	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
One hundred percent of secondary grades 6-12 will participate in federally mandated Constitution Day **Person(s) Responsible:** Secondary Social Studies Coordinator, ALT, middle school department chairs, 6-12 social studies teachers **Completion Date:** September 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Secondary Social Studies Coordinator, curriculum materials	[ ]	[ ]		Secondary Social Studies Coordinator, curriculum materials	Classroom visits, conferences with teachers and principal feedback	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
One hundred percent of secondary grades 6-12 will participate in state mandated Celebrate Freedom Week. **Person(s) Responsible:** Secondary Social Studies Coordinator, ALT, middle school department chairs, 6-12 social studies teachers **Completion Date:** September 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Secondary Social Studies Coordinator, curriculum materials	[ ]	[ ]		Secondary Social Studies Coordinator, curriculum materials	Classroom visits, conferences with teachers and principal feedback	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

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Social Services

WIG 1 – Ideal State (Goal):
100% of students and families, referred to the social work office to assist with diverse social, emotional, economic and medical needs, are provided with services, referrals and or support needed to assist them to meet their needs at home at school.

Objective:
Students and families, referred to the social work office are provided services and assistance, by phone, face to face interviews, or home visits, and follow up is made with the campus, family, or student to insure the effectiveness of the intervention provided.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinator of Social Services will assist in efforts that enhance and support the academic, economic, social and medical well being of students of all DISD campuses, as well as that of their families **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2010-2011 School Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community Resources Governmental Agencies Social Service Agencies Faith Based Community Private Donations Counselors Nurses Student Assistance Counselors CIS 21st Century Volunteers to pick up food at North Texas Food Bank and deliver to elementary campuses and fill back packs for identified students Attendance Officers	[ ]	[ ]		-Same day response to referrals from campus, family, community, or agencies -Contact with family by phone, home visit, or campus meeting -Intervention plan discussed and implemented -Follow up with referral source as to status of request -Follow up with family as to effectiveness of referral -Case-management of high risk families -Counselor logs -Attendance at monthly counselor meetings -Attendance at monthly Truancy Consequences classes -Collaboration, training and support for FOOD4KIDS at 9 elementary campuses and 1 Early Childhood Campus -Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century, Extended School Day, Special Education, Adult and Communty Education -Attendance at parent	Increase attendance Increase academic success Increase familial stabiity and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effective ness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					meetings at district campuses -Serve on SHAC Committee -Attend Denton Information Network Meetings -Attend Ministerial Alliance Meetings -Attend National Association of Social Work local chapter meetings -Serve on the TWU Social Work Advisory Board -Serve on the Homeless Coalition Board and the Homeless Coalition Steering Committee -Serve on Family Outreach Board through Denton County Health Department -Serve on CIS Board -Facilitate volunteer trainings monthly for CIS -Participate in district and community outreach educational endeavors -Attend pertinant workshops, trainings and conferences			
Coordinator of Social Services will be available for information and referral to all campuses and for crisis their families face **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2010-2011 School Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community Resources Governmental Agencies Social Service Agencies Faith Based Community Private Donations	[ ]	[ ]		Same as above	Same as above	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Referrals can be made directly to the Social Worker by campus administrators, teachers, counselors, nurses, CIS, or the community **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2010-2011 School Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Same as previously stated	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Special Education

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Special Education

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Staff Assistance Programs

WIG 1 – Ideal State (Goal):
The promotion of sound staff emotional resiliency and well-being

Objective:
To provide employees easy access to resources available both in and outside the Denton ISD community

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Communication of employee mental health benefits and other resources available through the EAP and the larger Denton Community **Person(s) Responsible:** Student Assistance Supervisor, Student Assistance Counselors (SACs), Campus Counseling Team, Campus Administration **Completion Date:** Supervisor of Staff Assistance will complete updates on materials for staff orientation at the beginning of the school year and will provide services throughout the calendar year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	DISD Employee Assistance Program, Student and Staff Assistance Supervisor, Staff Assistance Booklets, Community Resource Booklets, Annual Community Resource Breakfast	[ ]	[ ]		Community Resource Breakfast scheduled, materials revised and distribution with updates and distribution to counseling staff	Reduction in staff stress as indicated in Employee Wellness Survey (In development) along with increase in employee access of services	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Staff Assistance Programs

WIG 2 – Ideal State (Goal):
All campuses will be prepared to respond to a myriad of crisis events to include but not limited to student and staff death, acts of violence or other aggression on campus, local, regional and national crisis.

Objective:
To provide as much confidence in staff from principal to food service employees that the campus is prepared to deal with emergecies and crisis of all proportions

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis Response to individual and campus-wide events will be mitigated through annual training and orientations for campus counselors on issues related to crisis, campus safety and security audits and frequent table-top drills - threat assessment awareness **Person(s) Responsible:** Student and Staff Assistance Supervisor, Director of Counseling Services, campus Principal, campus Counselor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Crisis Book, Emergency Contact Booklet, Flight Team information, ChooseToCare website, community service providers /, state and national (Oregon) staff development resources -	[ ]	[ ]		Documentation at end of first 6 weeks that orientation for staff has been completed, Safety Audits	Post-vention debriefing	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Staff Assistance Programs

WIG 3 – Ideal State (Goal):
When student or staff death occurs, the campus will be prepared to respond to grieving students and staff in an appropriate manner

Objective:
Mitigation of impact from death on student and staff wellness and personal/social effectiveness

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide responsive services to campuses who have encountered the loss of a significant campus member either student, parent, staff, as well as to local,regional, national events. **Person(s) Responsible:** Student and Staff Assistance Supervisor, Campus Counseling Team, Director of Counseling Services, Coordinator of Social Work Services **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student and Staff Assistance Supervisor, Campus Counseling Team, Director of Counseling Services, Coordinator of Social Work Services	[ ]	[ ]		Training and orientation of Counseling staff on crisis response and the grieving process - annually and on-going in Safety Audits	Post-vention reviews and revision of procedures as indicated	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Staff Development

WIG 1 – Ideal State (Goal):
To improve teaching strategies that positively impact student performance on TAKS including TAKS commended.

Objective:
To provide professional learning that supports improved teaching and learning so that student performance yields gains on TAKS assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Providing Dual Language training to Bilingual pre-k, kindergarten and first grade teachers (one-way) **Person(s) Responsible:** Teresa Luna- Taylor **Completion Date:** May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Gomz and Gomez training materials	[ ]	[ ]		Use of Dual Language approach in identified classrooms	Students will be better prepared in content in first and second languages.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Providing Brain-Based learning and "Brain Power" professional learning for Middle School Teachers **Person(s) Responsible:** Vicky Christenson **Completion Date:** October 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title II	[ ]	[ ]		Teacher lesson plans will include more brain-based activities for students	Students will be better prepared to use higher level learning activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide Balanced Assessment professional learning for elementary principals, assistant principals, elementary leadership teams **Person(s) Responsible:** M.H. Martin, Elementary Coordinators **Completion Date:** Monthly, ending May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title II	[ ]	[ ]		Teachers will include a number of types of assessments within the scope of day-to-day teaching	Student learning will be assessed using a variety of methods for a variety of reasons	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide Benchmark Assessment Analysis to small groups and teams of teachers **Person(s) Responsible:** MH Martin, Vicky Christenson Curriculum Coordinators **Completion Date:** Sep 2010-Mar 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title II	[ ]	[ ]		Teachers will use current benchmark data in planning future learning experiences	Student benchmark results will improve in core subject areas	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Pinpointing professional learning focusing on "Making Connections" with four previous years of learning (thinking maps, rigor, relevance, assessment). **Person(s) Responsible:** Secondary Curriculum Coordinators **Completion Date:** Monthly thru April 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title I	[X]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide support for connected Learning community (Uniservity) training **Person(s) Responsible:** Mike Mattingly **Completion Date:** Sep 2010, April 2011, May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title II Funds for substitutes	[ ]	[ ]		Teachers will include IB students in cLc learning opportunities	IB students will have opportunity to use a 21st learning skill and be introduced to activities based on internationalism	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implemented "Look 2Learning“ training for middle, high school ALT, & special education teams of teachers **Person(s) Responsible:** Vicky Christenson **Completion Date:** Feb & Mar 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	ARRA funds special education	[ ]	[ ]		Records of Learning Walks, PLC agenda items	Quality of learning,as evidenced on assessments,will improve as trends are studied and adjustments are made at each secondary campus.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Science Academy for K- 5 Teachers **Person(s) Responsible:** Teresa Luna-Taylor **Completion Date:** Oct, Nov, Dec, Jan, Feb, Mar **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title I	[ ]	[ ]		Teachers use of inquiry, implementation of Science TEKS, use of provided lesson plans	Increased student performance on TAKS and Benchmarks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
"Teaching with Poverty in Mind" for Ginnnings, elementary Asst. Principals, and one other school **Person(s) Responsible:** Chris Shade **Completion Date:** Aug 2010, Jan & April 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	title II, Eric Jensen's book "Teaching with Poverty in Mind"	[ ]	[ ]		Teachers will improve lesson planning as it relates to a diverse student population	Economically disadvantaged students will positively be impacted by evidence in increased TAKS scores.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Response to Intervention training of principals, assistant principals, special education leadership, cabinet, and school train the trainers. **Person(s) Responsible:** Mike Mattingly, Karen Spalding, Sandy Brown, Gwen Perkins, Regina Little, RtI Training Teams **Completion Date:** July-Sep 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Local and ARRA	[ ]	[ ]		Teams at each school will meet to consider the needs of struggling students	More students are identified for earlier and more intense intervention, therefore, decreasing the number of students referred for special education services	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
"Aware" Training for interested teachers, counselors, and administrators **Person(s) Responsible:** Lyneille Meza **Completion Date:** Sep, Oct& Nov 2010, Feb 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Technology access to Eduphoria	[ ]	[ ]		Teachers and administrators will use data sets from "Aware" during PLC meetings	knowledgeable of school data will create increased time on learning in areas of need	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provided a staff developer to deliver additional level 2 Classworks training for all middle and elementary schools **Person(s) Responsible:** Mike Mattingly, Robert Bostic **Completion Date:** Sep-Dec 2010, Jan-June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title II for substitutes, local for cost of professional developer	[ ]	[ ]		Teachers will better be able to use and access Classworks	Classworks will yield positive student performance results that is based on individual student needs	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continued LEADing Edge professional development for all principals, assistant principals, and central office staff in the areas of quality instruction, PLC, school climate, Web 2.0 tools **Person(s) Responsible:** Mike Mattingly, Robert Bostic **Completion Date:** Sep & Nov 2010,Jan, Mar 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Marzano's "What Works in School Leadership," DuFour & Eaker PLC materials	[ ]	[ ]		Leadership will use PLCs in a more efficient manner as evidenced by minutes, agendas, and action research reports.	School leadership will use their PLC skills at an increased level of proficiency so that students performance outcomes will be impacted positively	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
MTA Dyslexia training **Person(s) Responsible:** Chris Shade, Carmen Lipscomb **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	MTA Training Materials	[ ]	[ ]		Therapists use of MTA in dyslyxia sessions	Students will benefit from consistency of programming in the event a student moves from a campus to another	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provided backwards design curriculum professional learning to identified schools, administrators and teachers in elementary and middle schools **Person(s) Responsible:** Mary Helen Martin, Chris Shade **Completion Date:** Aug & Oct 2010, Jan 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title II, Stiggins' Classroom Assessment, Kelli Ellington	[ ]	[ ]		Teachers use unpacked standards in their lesson plans	Student performance standards are prioritized such that students perform at a higher commended level on TAKS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
"Write from the Beginning" Training for K-5 teachers **Person(s) Responsible:** Mary Helen Martin, curriculum coordinators **Completion Date:** Dec 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title II	[ ]	[ ]		WFTB strategies are written in the lesson plans	Writing TAKS outcomes will increase	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
ELPS Training for K-12 teachers provided on Saturdays **Person(s) Responsible:** Teresa Taylor, bilingual coordinators **Completion Date:** Oct, Nov 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	collaboration with Region 11	[ ]	[ ]		Integrating ELPS into all core subject areas	Students with language instruction will increase their performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provided courses to all interested teachers seeking ESL certification for about 100 teachers **Person(s) Responsible:** Teresa Taylor and bilingual coordinators **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Increased numbers of teachers will have the certification.	There will be increased flexibility and access for students to receive ESL strategies in their learning	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Two Way Dual Language Professional Learning for Pecan Creek and Newton Rayzor Elementary Schools **Person(s) Responsible:** Teresa Taylor **Completion Date:** Oct 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title II and III, Gomez & Gomez materials	[ ]	[ ]		Teachers will organize their instruction to provide for two language instruction based on the model.	Student performance will increase in both their first and second languages.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
"STAAR Gazing" professional learning to prepare middle school teachers for the upcoming STAAR assessments **Person(s) Responsible:** Vicky Christenson and secondary curriculum coordinators **Completion Date:** April 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title II	[ ]	[ ]		Teachers will start requiring deeper levels of student performance standards	Student performance level of thinking and producing work will be at the higher levels of Bloom's.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Providing Gifted/Talented professional learning courses for teachers interested in seeking GT endorsements (70+ teachers) **Person(s) Responsible:** Lori Mabry **Completion Date:** August 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Local Funding	[ ]	[ ]		Increased GT endorsed teachers using GT strategies with all students	Increased student performance in higher level TEKS objectives, increased commended percentages	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Student Assistance Programs

WIG 1 – Ideal State (Goal):
All Elementary School campuses will participate in the district-wide comprehensive Student Assistance Programs including substance abuse and violence prevention and intervention activities. Prevention and intervention programming addressing relationship violence and sexual assault will also be implemented district-wide as per HBs 121 and 1041.

Objective:
To prevent substance abuse, violent and aggressive behavior, eary stages or relationship violence and sexual aggression in hopes of promoting pro-social behaviors and embue children with hope, engagement, and a sense of postive well-being

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus Principal / Student Assistance Supervisor & instructional staff with the assistance of the campus counselor. **Completion Date:** Spring 2011 & on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum; D.A.V.E., additional materials include STAR tri-fold,	[ ]	[ ]		Campus record of lessons delivered, titles and dates with data maintained by campus counselor	Decline in offenses related to substance abuse and violence as measured by the summer collection of PEIMS.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All campus counselors will provide guidance units on relationship aggression and personal safety.This will serve as an introduction to addressing other forms of relationship violence to include sexual assault as per the tenets of HB 121 & 1041. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator, campus counselor, Student Assistance Supervisor, Director of Counseling Services **Completion Date:** Spring 2011 and on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves" (WHO), and "Kool Kids", "Bully Busters", and "Steps to Respect" are curriculae and programming that is provided by campus counselors to all grade levels. Also, additional programming is provided by a local domestic violence agency covering all age-appropriate areas as it relates to relationship violence and sexual abuse.	[ ]	[ ]		Publicize in school scheduling dates for staff and parent awareness as well as guidance lesson plans	A reduction in relational violence on campus as indicated by year-end PEIMS data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will promote the ChooseToCare website for reporting student and staff concerns anonymously **Person(s) Responsible:** Campus Counselor, Student Assistance Supervisor, Campus Principal **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	ChooseToCare Website at www.choosetocare.com	[ ]	[ ]		Student and staff awareness and use and access to the website	Referrals made with closure of concerns reported	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis Response to individual and campus-wide events will be mitigated through annual training and orientations for campus counselors on issues related to crisis, campus safety and security audits and frequent table-top drills **Person(s) Responsible:** Campus Principal, Counselor, Student Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Up-dated crisis manual and orientation, updated emergency contact booklet, safety audits	[ ]	[ ]		Documented trainings and safety audits	Post-vention review of events with "What did we learn from that event?" de-briefs	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Student Assistance Programs

WIG 2 – Ideal State (Goal):
All Middle School campuses will participate in the district-wide comprehensive Student Assistance Programs including substance abuse and violence prevention and intervention activities. Prevention and intervention programming addressing relationship violence and sexual assault will also be implemented district-wide as per HBs 121 and 1041.

Objective:
To prevent substance abuse, violent and aggressive behavior, eary stages or relationship violence and sexual aggression in hopes of promoting pro-social behaviors and embue children with hope, engagement, and a sense of postive well-being

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) along with supplemental life skills materials addressing relationship aggression, bullying in all forms, dating violence, and sexual abuse will be presented and facilitated by the campus Student Assistance Counselor. Student, staff, and parent awareness programs will be implemented through the course of the year as per HB 121 & 1041. **Person(s) Responsible:** Student Assistance Supervisor, Campus Student Assistance Counselor **Completion Date:** On-going / annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Project Alert as core curriculum, United Learning curriculum downloads/video streaming, Second Step, community domestic violence agency addressing relational violence, sexual abuse. Annual ChooseToCare (CTC)Student Drug Use and Violence Survey START Tri-fold, Student, Staff, and Parent tri-fold on sexual abuse and dating violence, HELPLINES	[ ]	[ ]		Documentation of program delivery, CTC survey date	Reduction in incidents substance abuse violations on campus an of relational aggression on campus as indicated in annual summer collection of PIEMS data, annual review of CTC survey data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapuetic groups for anger management, substance abuse, peer support, emotional distress. Individual inter-personal, and crisis counseling using solution-focused / CBT skills **Person(s) Responsible:** Student Assistance Supervisor, Student Assistance Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individual inter-personal, and crisis counseling using solution-focused / CBT skill-sets	[ ]	[ ]		Annual data collection for year-end report by SACs	Greater student engagement as evidenced in absenteeism and graduation rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis Response to individual and campus-wide events will be mitigated through annual training and orientations for campus counselors on issues related to crisis, campus safety and security audits and frequent table-top drills **Person(s) Responsible:** Campus Principal, Student Assistance Counselors, Student Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Up-dated crisis manual and orientation, updated emergency contact booklet, safety audits	[ ]	[ ]		Documented trainings and safety audits	Post-vention reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
ChooseToCare's on-line website will be promoted to ensure both students, parents and staff have an annonymous resource for reporting points of potential violence against students and the campus and other areas of student, staff and parent concern **Person(s) Responsible:** SACs, Student Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	ChooseToCare website @ www.choosetocare.com	[ ]	[ ]		Date of CTC orientation by SAC	Student and Staff access to the CTC site	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Maintain Canine Drug Detection Program **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Local budget Interquest Drug Detection Inc.	[ ]	[ ]		Dates of visits through school year	Reduction in "possession" offenses in end of the year discipline reports	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** Campus Counseling Team, Principal, SAC **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselor, Counseling Team	[ ]	[ ]		Dates of awareness meetings, data logged by SACs for parent interventions	Improved school performance of students directly engaged in parent/student intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Student Assistance Programs

WIG 3 – Ideal State (Goal):
All High School campuses will participate in the district-wide comprehensive Student Assistance Programs including substance abuse and violence prevention and intervention activities. Prevention and intervention programming addressing relationship violence and sexual assault will also be implemented district-wide as per HBs 121 and 1041.

Objective:
To prevent substance abuse, violent and aggressive behavior, eary stages or relationship violence and sexual aggression in hopes of promoting pro-social behaviors and embue children with hope, engagement, and a sense of postive well-being

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship aggressionin preparation for making appropriate referrals to the Student Assistance Counselor or other appropriate resource. Student, staff and parent awareness of issues related to the above areas of concern to include dating violence and sexual abuse as per HB 121 and 1041 **Person(s) Responsible:** Student Assistance Counselors (SACs), Campus Counselors, Student Assistance Supervisor **Completion Date:** Early Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors, resources collected and developed by SACs; HB 121 & 1041	[ ]	[ ]		Dates scheduled and implemented through course of year as documented in annual year-end report	Decline in student drug use and acts of violence on campus as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus administration, counselors, SACs and Student Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and Campus Counseling Team	[ ]	[ ]		Annual data on students referred to the Care Team / RTI, PEIMS and Parent Survey	Improvement in student performance, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Facilitation of therapuetic groups for anger management, substance abuse, peer support, emotional distress. Individual inter-personal, and crisis counseling using solution-focused / CBT skills **Person(s) Responsible:** Campus Student Assistance Counselors, Campus Counseling Team **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individual inter-personal, and crisis counseling using solution-focused / CBT skill-sets	[ ]	[ ]		Students referred are seen and participate and respond to interventions	Greater student engagement as evidenced in reduced absenteeism and increased graduation rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis Response to individual and campus-wide events will be mitigated through annual training and orientations for campus counselors on issues related to crisis, campus safety and security audits and frequent table-top drills **Person(s) Responsible:** Campus Principal, Campus Counseling Team, Student Assistance Supervisor, Director of Counseling Services **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Up-dated crisis manual and orientation, updated emergency contact booklet, safety audits, Flight Team	[ ]	[ ]		Post-vention follow-up	Documented trainings and safety audits	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** Campus Counseling Team, Principal, Student Assistance Supervisor, Director of Counseling Services **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus Counseling Team	[ ]	[ ]		Dates of awareness meetings, data logged by SACs for parent interventions	Improved school performance of students directly engaged in parent/student intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Technology

WIG 1 – Ideal State (Goal):
100% of all administration, teachers and students will utilize technology as a integrated tool within the curriculum to create a technology rich environment that will increase student achievement, improve instructional accountability and be provided the necessary resources and support to adequately meet the needs of a fast-growing district population.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Maintain staffing levels for current schools (1 CTS for secondary, 2 CTs for HS, 1 CT for MS and 1 CT for every 2 elementaries.) **Person(s) Responsible:** TIO, Dir. Of IT, Director of Network Services Principals and HR **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Technology staff and additional funding for new schools	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teachers will incorporate technology into the teaching and learning process through utilization of lesson resources in the online curriculum, Schoolwires,UniServity and Project Skype. **Person(s) Responsible:** Dir. Of IT, Tech Manager, Curriculum and Principals **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Technology and Campus Staff, Eduphoria, Schoolwires, UniServity Web Cam	[ ]	[ ]		Lesson Plans	Participation in the program	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide teachers with the necessary software and technology supplies to fully integrate technology into the curriculum. **Person(s) Responsible:** TIO, Dir. Of IT, Curriculum, and Principals **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Grants and Stimulus	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement hardware and software standards to provide alignment with technology network protocols and curriculum standards to increase student achievement. **Person(s) Responsible:** TIO, Dir of IT, Dir of Ntwrk Services and Curriculum **Completion Date:** 2010-2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Technology and Curriculum Staff	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Plan and implement a Cyber Safety program to enable students to be good cyber citizens. **Person(s) Responsible:** Dir. Of IT, IT Specialist and Counseling Services **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Technology and Counseling Staff, online Cyber curriculum	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Develop and implement a staff district Learning Portal site accessible both at work and home. **Person(s) Responsible:** District Webmaster **Completion Date:** 2010- 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Teachers, curriculum and technology staff	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide tech support outside of normal school hours to support school district initiatives. **Person(s) Responsible:** TIO, Dir. Of Ntwrk Services and HR **Completion Date:** 2010- 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Funds for additional staffing	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to train and work with all DISD staffing to utilize the Schoolwires environment for effective communication to all stakeholders **Person(s) Responsible:** Dir. Of IT and IT staff **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Current Tech staff and campus tech leaders	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continuation of "Computers 4 Kids," a computer at home program for students of DISD **Person(s) Responsible:** IT Manager and Associate Dean of the ATC **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Current Tech Staff and models from other districts	[ ]	[ ]		Applications recieved		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement a technology application assessment for grade 8 as suggested by TEA **Person(s) Responsible:** IT Manager **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Acquisition of of K-12 Simple Assessment	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to provide an array of Distance Learning, streaming video and archived video opportunities. **Person(s) Responsible:** Dir. Of IT, Video Technician **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Continued funding	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All K-12 teachers and DISD parents will have equal access to an online gradebook, attendance and standardized report cards. **Person(s) Responsible:** TIO. Dir. Of IT, Dir. Of Data, IT Specialist Processing, District Gradebook Committee **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Gradespeed, tech and campus staff	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The district will provide and promote remote access from home to school on-line resources. **Person(s) Responsible:** Technology Manager and Library Services **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Online resources	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Technology

WIG 2 – Ideal State (Goal):
An increase by 15% in professional development attendance will foster teachers to possess the necessary skill set, to effectively integrate technology, help to motivate students to learn and be prepared to enter a competitive technology-entrenched society and/or higher-education system.

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Open computer labs to students and community members after hours. **Person(s) Responsible:** TIO, Dir. Of IT, Principals, Dir. Of Adult Education **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Tech and campus staff and additional funding	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Secondary CTS's will provide support and technology integration training to enable teachers to meet technology SBEC standards and students to meet TEA Technology Application TEKS requirements. CTS's are needed at the elementary level to enable students and teachers to meet the TEA requirements. **Person(s) Responsible:** TIO. Dir of IT, Principals and HR **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Maintain Secondary staffing and find additional funding for elementary personnel.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The district will offer a variety of delivery methods for on-going professional development…(Online, distance learning and face-to-face.) **Person(s) Responsible:** TIO, Dir. of IT, Dir. of Network Services, Curriculum **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Technology Hardware, tech and campus staff and continued current funding	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The district offers a three day technology academy during the summer. (TIA) **Person(s) Responsible:** TIO, Dir. of IT **Completion Date:** 2011- Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District facilities, current hardware and software, campus and tech staff	[ ]	[ ]		The training sessions offered. The number of participants	TIA exit survey results from participants.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Every campus will identify a technology leader. A Technolgy Integrator for elementary campuses and a CTS for middle and high school campuses. **Person(s) Responsible:** Director of IT, Manager of IT and Principals **Completion Date:** 2010- Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Current Instructional Tech staff, district hardware and software, Grants	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The district will provide teachers and staff opportunities to attend local, regional, state and national conferences to network with experts and colleagues to learn emerging technology that will improve student achievement. **Person(s) Responsible:** TIO, Director of IT, Principals and curriculum **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Current Grant funding and use of local funds	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Technology

WIG 3 – Ideal State (Goal):
DISD technology will provide a technology infrastructure availability of 99.5% uptime, to meet the instructional needs of students, teachers, and administrators that will allow them to succeed in an ever-changing environment

Objective:

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Plan and budget for replacement of obsolete and irreparable equipment. **Person(s) Responsible:** TIO, Dir. Of IT, Dir. Of Network Services **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Bond funding	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Standardize curriculum and administrative software on all computers. **Person(s) Responsible:** TIO. Dir of IT, Curriculum **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Bond funding and Grants	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Maintain a written plan for a downed system, including replacement equipment if needed, backup retrieval and data restoration **Person(s) Responsible:** TIO and Dir. Of Network Services **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Current Staff and continued use of available resources	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain software standards and restrict loading and installation of additional software to the district staff so that standards can be maintained, copyright infringement does not occur and software conflicts are minimized. **Person(s) Responsible:** TIO. Dir of IT, Dir of Network Services and Curriculum **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Current Tech Staff	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2010-2011 District Improvement Plan
Denton Independent School District

Teen Parent Program

WIG 1 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents, as determined by the Life Skills Program and who are at risk of dropping out of school.

Objective:
Texas Education Code 29.085 and 42.152 : General Appropriations Act 79th Texas Legislature, Section 111, Rider 55. (Far Fund Code:394) Life Skills Grant; DISD at risk data;dropout prevention data

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers are provided training and ongoing support through TEA, Life Skills Grant, and Coordinator of Teen Parent Program to ensure that all aspects of the Life Skills Grant and accountability to the grant are provided to the student and his or her campus from the time they enter the program until their graduation from high school or until they withdraw from Denton ISD **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2010-2011 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Life Skills Grant Entitlement $64,837 (district matches this amount dollar for dollar) One social worker paid through grant and one social worker paid through SCE (same salaries Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	52,444.00	Life Skills Grant requires that the program provide for: -individual, peer, family and group counseling and support -job readiness -assistance with child care needs -transportation for students and their children to school and childcare centers -instruction related to knowledge and skill in child development, parenting and home and family living -assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs -homebound instruction for those students with a complication during their pregnancy and following the birth of their baby Documentation of case management services by the teen parent social workers Final evaluation report	2009-2010 total students 170 Total pregnant students 77 Total graduates 59 As of 3-1-11 143 total students 93 total pregnant students Total graduates 5 Seniors 63 Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					submitted by teen parent coordinator at completion of school year to TEA/Life Skills grant with specific planning and reporting data required PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings, conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities	the goals and objectives of the Life Skills grant and DISD		
Continued funding for the Teen Parent Program, for the salaries of the two social workers, in the event the Life Skills Grant, through TEA, is eliminated due to budget cuts. Currently one position is paid thorugh the grant and one position is paid through required Match funding. **Person(s) Responsible:** Teen Parent Coordinator **Completion Date:** June 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp EdFunding	[ ]	[X]	52,444.00 x 2	Maintain the existing level of casemanagement and social work services currently provided at the high school and middle school campuses for pregnant and parenting teens for the dropout prevention program	see above	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Education Improvement Council (EIC) Signatures

2010-2011

Signature	Campus/Location
Christopher Da	BI/ESL PDC
Mary E. Estes	Community Rep.
Larry Turner	Guyer HS
Jamie Covey	Denton HS
Howard Palmer Jr.	DENTON H. S.
Cathleen Kirschner	DMHS
David Huey	Davis School
M. S.	Gonzalez SYC
D. Moore	Providence
Jennifer Wyman	Sparks
Leslie Johnson	Nelson
Kenneth Ulrich	Nelson Elem.
Michelle Benovato	Lee Elem.
[illegible]	Borman
[illegible]	TECHNOLOGY
Shelley Renfro	WS Ryan/Elem.
C. Warman	STRICKLAND MS
Carrie Sisco	ATC
Stephanie Wilson	EP Rayzor Elem
Erin Lindley	Paloma Creek ES.
Laura Ortez	Newton Rayzor ES
Helen Ochieze	Library Rep-Rivera
Krystee Houston	Houston Elem.
Wendy Marsh	Newton Rayzor
Jennifer Martin	Cross Oaks
Bryan Booker	EVERS

Signature	Campus/Location
Melissa McDonald	Blanton Elem.
Agustin Cervantes	Rivera Elem.
Clara M Brisco	Wilson Elem.
Leslie Koske	Cummings Elem
Jay Jaques	Calhoun MS
Nicole Mattingly	PDC
Karen Crozier	Harpool MS
Sheri Malkey	RHS
Erica Orr	Rivera
Ryan Richardson	C.S.

Texas High School Graduates from FY2009
Enrolled in Texas Public or Independent Higher Education in FY 2010

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	DENTON ISD								
	061901003	DENTON H S							
		Four-Year Public University	63	11	13	9	18	10	2
		Two-Year Public Colleges	75	23	9	11	9	13	10
		Independent Colleges & Universities	2						
		Not Trackable	17						
		Not Found	92						
		Total High School Graduates	249						
	061901039	FRED MOORE HIGH SCHOOL							
		Four-Year Public University	0						
		Two-Year Public Colleges	8	5	1	0	1	1	0
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	15						
		Total High School Graduates	26						
	061901007	JOHN H GUYER HS							
		Four-Year Public University	115	16	22	26	23	27	1
		Two-Year Public Colleges	150	39	22	25	21	22	21
		Independent Colleges & Universities	11						
		Not Trackable	34						
		Not Found	144						
		Total High School Graduates	454						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2009
Enrolled in Texas Public or Independent Higher Education in FY 2010

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	061901002	RYAN H S							
		Four-Year Public University	69	14	16	12	16	11	0
		Two-Year Public Colleges	100	26	15	16	13	22	8
		Independent Colleges & Universities	14						
		Not Trackable	33						
		Not Found	136						
		Total High School Graduates	352						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

2010-2011 Denton ISD Discipline Totals

Campus	Conduct Punishable as a Felony	Possession of Controlled Substance	Possession of prohibited Weapon	Possession of Alcohol	Off Campus Title 5	Off Campus Not in Title 5	Violation of SCOC	Criminal Mischief	Terroristic Threat	Assault	Tobacco	Fighting/Mutual Combat
Billy Ryan HS	0	12	0	3	3	0	186	0	0	0	1	11
Blanton ES	0	0	0	0	0	0	10	0	0	0	0	0
Borman ES	0	0	0	0	0	0	30	0	0	0	0	0
Calhoun MS	0	0	0	0	0	0	299	0	0	0	0	15
Crownover MS	0	1	0	0	0	0	96	0	0	2	0	1
Denton HS	0	14	0	1	0	0	548	0	0	3	7	12
E.P. Rayzor ES	0	0	0	0	0	0	10	0	0	0	0	0
Evers Park ES	0	0	0	0	0	0	16	0	0	1	0	0
Fred Moore HS	0	1	0	0	0	0	7	0	0	0	0	0
Ginnings ES	0	0	0	0	0	0	49	0	0	0	0	0
Harpool MS	0	0	0	0	0	0	152	0	0	1	0	3
Hawk ES	0	0	0	0	0	0	3	0	0	1	0	0
Hodge ES	0	0	1	0	0	0	36	0	0	0	0	0
Houston ES	0	0	1	0	0	0	14	0	0	0	0	0
J.H. Guyer HS	0	11	0	2	1	0	245	1	0	0	3	4
L.A. Nelson	0	0	0	0	0	0	38	0	0	0	0	0
Lee ES	0	0	0	0	0	0	2	0	0	0	0	0
Lester Davis School	1	12	0	1	1	1	475	0	0	0	0	0
McMath MS	3	0	0	0	1	1	163	0	0	1	0	9
McNair ES	0	0	0	0	0	0	5	0	0	0	0	0
Navo MS	1	4	9	0	0	2	252	0	1	0	0	0
N. Rayzor ES	0	0	0	0	0	0	47	0	0	0	0	0
Paloma Creek ES	0	0	0	1	0	0	5	0	0	0	0	0
Pecan Creek ES	0	0	0	0	0	0	2	0	0	0	0	0
Providence ES	0	0	0	0	0	0	24	0	0	0	0	0
Rivera ES	0	0	0	0	0	0	61	0	0	0	0	0
Ryan ES	0	0	0	0	0	0	20	0	0	0	0	0
Savannah ES	0	0	0	0	0	0	0	0	0	0	0	0
Stephens	0	0	0	0	0	0	0	0	0	0	0	0
Strickland MS	0	1	0	0	0	0	339	0	0	1	0	0
Wilson ES	0	0	0	0	0	0	0	0	0	0	0	0
Joe Dale Sparks	0	0	0	0	0	0	0	0	0	0	0	0
District Totals	**5**	**56**	**11**	**8**	**6**	**4**	**3134**	**1**	**1**	**10**	**11**	**55**

The District shall attempt to ensure student safety through supervision of students in all school buildings, at all school-sponsored events or activities, and on all school grounds through special attention to the following:

1. Maintaining a reasonably safe school environment. [See CK, CLB]
2. Observing safe practices in those areas of instruction or extracurricular activities that offer special hazards. [See CKB]
3. Developing age-appropriate safety programs and activities for students at each grade level.
4. Emphasizing safety education to students enrolled in laboratory courses in science, industrial arts, health, and physical education. [See CK]
5. Providing first aid for students in case of accident or sudden illness. [See FFAC]
6. Annually reviewing the adequacy of emergency procedures at each campus in the District and providing for staff training in such procedures. [See CKC]
7. Implementing appropriate crisis management procedures when emergencies occur. [See CKC]

The Superintendent and the principals shall develop plans and procedures for acquainting students with safe conduct and behavior in a variety of conditions and circumstances, including play and recreation, fire, severe weather, use of bicycles and automobiles, and use of school transportation. Teachers and administrators shall promote these procedures among students as appropriate.

In the event of an accident or unusual occurrence at school or school-related activities that results in injury to a student, a District accident report shall be completed and a copy sent to the Indoor Air Quality/Environmental Safety Committee for tracking and remediation purposes.

The District may develop and implement a sexual harassment policy to be included in the District improvement plan. The District shall adopt and implement a dating violence policy to be included in the District improvement plan. *Education Code 37.083, 37.0831* [See BQ]

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a District employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

Sexual harassment of students may constitute discrimination on the basis of sex in violation of Title IX. *20 U.S.C. 1681; 34 CFR 106.11; Franklin v. Gwinnett County Schools, 503 U.S. 60 (1992)* [See FB regarding Title IX]

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment of students is conduct that is so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

EMPLOYEE- STUDENT SEXUAL HARASSMENT

A District official who has authority to address alleged harassment by employees on the District's behalf shall take corrective measures to address the harassment or abuse. *Gebser v. Lago Vista ISD, 118 S.Ct. 1989 524 U.S. 274 (1998); Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

STUDENT-STUDENT SEXUAL HARASSMENT

The District must reasonably respond to known student-on-student harassment where the harasser is under the District's disciplinary authority. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. For provisions regarding bullying, see FFI.

STATEMENT OF NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

SEXUAL HARASSMENT BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sex-

ual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

2. The conduct is so severe, persistent, or pervasive that it:

   a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or

   b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DF]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

RETALIATION

The District prohibits retaliation against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation.

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, is subject to appropriate discipline.

EXAMPLES

Examples of retaliation include threats, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances, such as negative comments that are justified by a student's performance in the classroom.

PROHIBITED CONDUCT

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this poli-

cy, even if the behavior does not rise to the level of unlawful conduct.

REPORTING PROCEDURES

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Alternatively, a student may report prohibited conduct directly to one of the District officials below:

DEFINITION OF DISTRICT OFFICIALS

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

TITLE IX COORDINATOR

Reports of discrimination based on sex, including sexual harassment, may be directed to the Title IX coordinator. The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Jamie Wilson

Position: Deputy Superintendent

Address: 1307 North Locust Street, Denton, TX 76201

Telephone: (940) 369-0000

ADA / SECTION 504 COORDINATOR

Reports of discrimination based on disability may be directed to the ADA/Section 504 coordinator. The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Jamie Wilson

Position: Deputy Superintendent

Address: 1307 North Locust Street, Denton, TX 76201

Telephone: (940) 369-0000

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE REPORTING PROCEDURES

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE OF REPORT

Any District employee who receives notice that a student has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed above and take any other steps required by this policy.

NOTICE TO PARENTS

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

INVESTIGATION OF THE REPORT

The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District official shall immediately authorize or undertake an investigation, regardless of whether a criminal or regulatory investigation regarding the same or similar allegations is pending.

If appropriate, the District shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

DISTRICT ACTION

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct.

The District may take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

RECORDS RETENTION

Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).

ACCESS TO POLICY

Information regarding this policy shall be distributed annually to District employees and included in the student handbook. Copies of the policy shall be readily available at each campus and the District's administrative offices.

Note: This policy addresses bullying of District students. For provisions regarding discrimination, harassment, and retaliation involving District students, see FFH. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression or physical conduct that:

1. Will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, and ostracism.

TIMELY REPORTING

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct.

REPORTING PROCEDURES

Any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee. A report may be made orally or in writing.

NOTICE OF REPORT

Any District employee who receives notice that a student has or may have experienced bullying shall immediately notify the campus principal or designee.

INVESTIGATION OF REPORT

If a report is made orally, the campus principal or designee shall reduce the report to written form.

The campus principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, and if so proceed under that policy instead.

The campus principal or designee shall conduct an appropriate investigation based on the allegations in the report. The campus principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

CONCLUDING THE INVESTIGATION

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the report; however, the campus principal or designee shall take additional time if necessary to complete a thorough investigation.

The campus principal or designee shall prepare a written report of the investigation, including a determination of whether bullying occurred, and send a copy to the Superintendent or designee.

DISTRICT ACTION

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the District's Student Code of Conduct. [For information on student transfers due to bullying, see FDB.]

The District may take action based on the results of an investigation, even if the District concludes that the conduct did not rise to the level of bullying under this policy.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

APPEAL

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

RECORDS RETENTION

Retention of records shall be in accordance with CPC(LOCAL).

ACCESS TO POLICY

Information regarding this policy shall be distributed annually to District employees and included in the student handbook. Copies of the policy shall be readily available at each campus and the District's administrative offices.

FIRST AMENDMENT

The District shall take no action respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Board for a redress of grievances. *U.S. Const. Amend. I*

FREEDOM OF SPEECH

Students do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate. At school and school events, students have First Amendment rights, applied in light of the special characteristics of the school environment.

Student expression that is protected by the First Amendment may not be prohibited absent a showing that the expression will materially and substantially interfere with the operation of the school or the rights of others.

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
[See also FNCI]

The special characteristics of the school environment and the governmental interest in stopping student drug abuse allow the District to restrict student expression that it reasonably regards as promoting illegal drug use. *Morse v. Frederick, 551 U.S. 393 (2007)*

When a student threatens violence against a student body, such specific threatening speech to a school or its population is unprotected by the First Amendment: school officials may punish such speech without first collecting evidence sufficient to prove a reasonable belief that disruption would occur as a result of the speech. *Ponce v. Socorro Indep. Sch. Dist., 508 F.3d 765 (5th Cir. 2007)*

The inculcation of fundamental values necessary to the maintenance of a democratic society is part of the work of the school. The First Amendment does not prevent school officials from determining that particular student expression is vulgar and lewd, and therefore contrary to the school's basic educational mission. *Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675 (1986)*

PRAYER AT SCHOOL ACTIVITIES

A public school student has an absolute right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt the instructional or other activities of the school. A student shall not be required, encouraged, or coerced to engage in or refrain from such prayer or meditation during any school activity. *Education Code 25.901*

Nothing in the Constitution as interpreted by the U.S. Supreme Court prohibits any public school student from voluntarily praying at any time before, during, or after the school day. But the religious

liberty protected by the Constitution is abridged when the District affirmatively sponsors the particular religious practice of prayer.

The District shall not adopt a policy that establishes an improper majoritarian election on religion and has the purpose and creates the perception of encouraging the delivery of prayer at a series of important school events.

Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290 (2000) (addressing school-sponsored, student-led prayer delivered over the public address system at high school football games) [For invocations and benedictions at commencement, see FMH]

FEDERAL FUNDS

As a condition of receiving certain federal funds, the District shall certify in writing to TEA that no policy of the District prevents, or otherwise denies participation in, constitutionally protected prayer in public schools, as detailed in the guidance from the United States secretary of education regarding constitutionally protected prayer. The certification shall be provided by October 1 of each year.

By November 1 of each year, TEA shall report to the secretary a list of districts that have not filed the certification or against which complaints have been made to TEA that the district is not in compliance with the paragraph above. The secretary may issue and secure compliance with rules or orders with respect to a district that fails to certify, or is found to have certified in bad faith, that no policy of the district prevents, or otherwise denies participation in, constitutionally protected prayer in public schools.

No Child Left Behind Act of 2001, 20 U.S.C. 7904

EXPRESSION OF RELIGIOUS VIEWPOINTS

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject. *Education Code 25.151*

POLICIES

The District shall adopt and implement a local policy regarding a limited public forum and voluntary student expression of religious viewpoints. If the District voluntarily adopts and follows the model policy governing voluntary religious expression in public schools at Education Code 25.156, the District is in compliance with the provisions of Education Code Chapter 25, Subchapter E covered by the model policy.

The District shall adopt a policy that includes the establishment of a limited public forum for student speakers at all school events at

which a student is to publicly speak. The policy regarding the limited public forum must also require the District to:

1. Provide the forum in a manner that does not discriminate against a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject;
2. Provide a method, based on neutral criteria, for the selection of student speakers at school events and graduation ceremonies;
3. Ensure that a student speaker does not engage in obscene, vulgar, offensively lewd, or indecent speech; and
4. State, in writing, orally, or both, that the student's speech does not reflect the endorsement, sponsorship, position, or expression of the District.

Student expression on an otherwise permissible subject may not be excluded from the limited public forum because the subject is expressed from a religious viewpoint.

DISCLAIMER

The disclaimer required by item 4, above, must be provided at all graduation ceremonies. The District must continue to provide the disclaimer at any other event in which a student speaks publicly for as long as a need exists to dispel confusion over the District's nonsponsorship of the student's speech.

Education Code 25.152, 25.155

CLASS ASSIGNMENTS

Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. Homework and classroom assignments must be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the District. Students may not be penalized or rewarded on account of the religious content of their work. *Education Code 25.153*

[For information on the study of religion, see EMI. For information on student religious groups and activities, see FNAB.]

PATRIOTIC OBSERVANCES

The District may officially encourage students to express love for the United States by reciting historical documents or singing official anthems that contain religious references; such patriotic or ceremonial occasions do not constitute a school-sponsored religious exercise. *Engel v. Vitale, 370 U.S. 421 (1962)*

The District shall not, however, compel students to participate in patriotic observances. *West Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624 (1943) (holding unconstitutional a requirement that students salute the United States flag and recite the Pledge of Allegiance)*

STUDENT EXPRESSION OF RELIGIOUS VIEWPOINTS

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

STUDENT SPEAKERS AT NONGRADUATION EVENTS

The District hereby creates a limited public forum for student speakers at secondary school events at which a student is to publicly speak. Personal convictions and expressions of opinion, whether as a secular or political point-of-view or as an expression of religious viewpoint, when given before a general public event and before a captive and diverse audience, are not considered permissible nor given sanction by this policy. The subject and substance of the student's speech shall be germane and appropriate to the occasion. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion.

For purposes of this policy, a "school event" is a school-sponsored event or activity that does not constitute part of the required instruction for a segment of the school's curriculum, regardless of whether the event takes place during or after the school day.

For purposes of this policy, "to publicly speak" means to address an audience at a school event using the student's own words. A student is not using his or her own words when the student is reading or performing from an approved script, is delivering a message that has been approved in advance or otherwise supervised by school officials, or is making brief introductions or announcements.

INTRODUCTORY SPEAKERS

Student speakers shall be given a limited public forum to introduce:

High school and middle school

1. Athletic events.
2. Fine Arts programs or events.

The forum shall be limited in the manner provided by this section on nongraduation events.

ELIGIBILITY AND SELECTION

Students are eligible to use the limited public forum if they:

1. Are in the highest two grade levels of the school,
2. Volunteer, and
3. Are not in or have not been in a disciplinary placement during the school year. Disciplinary placement is defined as, but not limited to in-school suspension, suspension, discretionary or

mandatory expulsion or assignment to the District's alternative educational programs.

Eligible students who wish to volunteer shall submit their names to the campus principal during the first full week of instruction each semester. Students are not eligible to volunteer if they are in a disciplinary placement during any part of the school year. If there are no student volunteers, the District shall seek volunteers again at the beginning of the next semester.

The names of the students who volunteer to speak shall be randomly drawn until all names have been selected; the names shall be listed in the order drawn.

ASSIGNMENT OF INTRODUCTORY SPEAKERS

Each selected student shall be matched chronologically to the single event for which the student shall give the introduction. The list of student speakers shall be chronologically repeated as needed, in the same order. If no students volunteer or if the selected speaker declines or becomes ineligible, no student introduction will be made at the event.

The District shall repeat the selection process at the beginning of each semester.

CONTENT OF STUDENT INTRODUCTIONS

The subject of the student introductions shall relate to the purpose of introducing the designated event. The student must stay on the subject. The student may not engage in speech that:

- Is obscene, vulgar, offensively lewd, or indecent;
- Creates reasonable cause to believe that the speech would result in material and substantial interference with school activities or the rights of others;
- Promotes illegal drug use;
- Violates the intellectual property rights, privacy rights, or other rights of another person;
- Contains defamatory statements about public figures or others; or
- Advocates imminent lawless action and is likely to incite or produce such action.

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against the student based on a religious

viewpoint expressed by the student on an otherwise permissible subject.

DISCLAIMER

For as long as there is a need to dispel confusion over the fact that the District does not sponsor the student's speech, at each event in which a student shall deliver an introduction, a disclaimer shall be stated in written or oral form, or both, such as, "The student giving the introduction for this event is a volunteering student selected on neutral criteria to introduce the event. The content of the introduction is the private expression of the student and does not reflect the endorsement, sponsorship, position, or expression of the District."

OTHER STUDENT SPEAKERS

Certain students who have attained special positions of honor in the school and may have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria. Nothing in this policy eliminates the continuation of the practice of having these students address school audiences in the normal course of their respective positions. The District shall create a limited public forum for the speakers and shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against a student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

STUDENT SPEAKERS AT GRADUATION CEREMONIES

OPENING AND CLOSING REMARKS

The District hereby creates a limited public forum consisting of an opportunity for a student to speak to begin graduation ceremonies and another student to speak to end graduation ceremonies. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion.

The forum shall be limited in the manner provided by this section on student speakers at graduation.

ELIGIBILITY

Only students who are graduating and who hold one of the following positions of honor based on neutral criteria shall be eligible to use the limited public forum:

1. Valedictorian
2. Salutatorian
3. Student council officers
4. Class officers of the graduating class

5. Any other senior as designated by the Superintendent or designee

A student who shall otherwise have a speaking role in the graduation ceremonies is ineligible to give the opening and closing remarks. Students who are eligible shall be notified and given an opportunity to volunteer. Students are not eligible to volunteer if they were in a disciplinary placement during any part of the school year.

The names of the eligible students who volunteer shall be randomly drawn. The student whose name is drawn first shall give the opening and the student whose name is drawn second shall give the closing.

CONTENT OF OPENING AND CLOSING REMARKS

The topic of the opening and closing remarks shall be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event; honoring the occasion, the participants, and those in attendance; bringing the audience to order; and focusing the audience on the purpose of the event.

OTHER STUDENT SPEAKERS

In addition to the students giving the opening and closing remarks, the valedictorian(s), salutatorian(s), student council officers, class officers of the graduating class, and any other graduating senior as designated by the Superintendent or designee may have speaking roles at graduation ceremonies. For each speaker, the District shall set a maximum time limit reasonable and appropriate to the occasion and to the position held by the speaker. For this purpose, the District creates a limited public forum for these students to deliver the addresses. The subject of the addresses shall be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.

The student shall stay on the subject, and the student shall not engage in speech that:

- Is obscene, vulgar, offensively lewd, or indecent;
- Creates reasonable cause to believe that the speech would result in material and substantial interference with school activities or the rights of others;
- Promotes illegal drug use;
- Violates the intellectual property rights, privacy rights, or other rights of another person;

- Contains defamatory statements about public figures or others; or
- Advocates imminent lawless action and is likely to incite or produce such action.

The District shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the District treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and shall not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

DISCLAIMER

A written disclaimer shall be printed in the graduation program that states, "The students who shall be speaking at the graduation ceremony were selected based on neutral criteria to deliver messages of the students' own choices. The content of each student speaker's message is the private expression of the individual student and does not reflect the endorsement, sponsorship, position, or expression of the District."

RELIGIOUS EXPRESSION IN CLASS ASSIGNMENTS

A student may express his or her beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the student's submission. Homework and classroom work shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. A student shall not be penalized or rewarded because of religious content.

FREEDOM TO ORGANIZE RELIGIOUS GROUPS AND ACTIVITIES

Students may organize prayer groups, religious clubs, "see you at the pole" gatherings, and other religious gatherings before, during, and after school to the same extent that students are permitted to organize other noncurricular student activities and groups. [See FNAB] Religious groups shall be given the same access to school facilities for assembling as is given to other noncurricular groups, without discrimination based on the religious content of the group's expression. If student groups that meet for nonreligious activities are permitted to advertise or announce the groups' meetings, for example, by advertising in a student newspaper, putting up posters, making announcements on a student activities bulletin board or public address system, or handing out leaflets, school authorities shall not discriminate against groups that meet for prayer or other religious speech. School authorities may disclaim sponsorship of noncurricular groups and events, provided the disclaimer is administered in a manner that does not favor or disfavor groups that meet to engage in prayer or other religious speech.

DISCIPLINE MANAGEMENT PROGRAM

Each school district shall adopt and implement a discipline management program to be included in the district improvement plan under Section 11.252. [See BQ] The plan must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles. *Education Code 37.083(a)*

STUDENT HANDBOOK — STUDENT CODE OF CONDUCT

The District's rules of conduct and discipline, maintained in the student handbook and/or the Board-adopted Student Code of Conduct, are established to achieve and maintain order in the schools, and to teach respect toward others and responsible behavior. [See FO series]

EXTRACURRICULAR ACTIVITIES: STANDARDS OF BEHAVIOR

With the approval of the principal and Superintendent, a sponsor or a coach of an extracurricular activity may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. [See FO]

PROHIBITED HARASSMENT

A student shall not engage in prohibited harassment, including sexual harassment, of:

1. Another student, as defined at FFH.
2. A District employee, as defined at DIA.

While subject to the disciplinary control of the District, a student shall not engage in prohibited harassment, including sexual harassment, of another person, including a Board member, vendor, contractor, volunteer, or parent.

A student who violates this prohibition shall be subject to appropriate discipline in accordance with the Student Code of Conduct.

BEHAVIORAL STANDARDS

The following specific policies address student conduct in the areas of:

1. Use of District technology resources — CQ
2. Attendance — FEC
3. Bullying — FFI
4. School-sponsored publications — FMA
5. Appropriate attire and grooming — FNCA
6. Damage to school property — FNCB
7. Prohibited organizations and hazing — FNCC
8. Tobacco use — FNCD
9. Use of personal telecommunications devices and other electronic devices — FNCE
10. Drug and alcohol use — FNCF
11. Weapons — FNCG
12. Assault — FNCH
13. Disruptions — FNCI, GKA

MEMBERSHIP AND SOLICITATION

MISDEMEANOR OFFENSE

A person commits a Class C misdemeanor if the person:

1. Is a member of, pledges to become a member of, joins, or solicits another person to join or pledge to become a member of a public school fraternity, sorority, secret society, or gang; or

2. Is not enrolled in a public school and solicits another person to attend a meeting of a public school fraternity, sorority, secret society, or gang or a meeting at which membership in one of those groups is encouraged.

Education Code 37.121(a), (c)

DAEP PLACEMENT

A board or an educator shall recommend placing in a disciplinary alternative education program any student who commits the offenses described above. *Education Code 37.121(b)*

FELONY OFFENSE

A person commits a felony if the person, with intent to coerce, induce, or solicit a child to actively participate in the activities of a criminal street gang, threatens the child or a member of the child's family with imminent bodily injury or causes the child or a member of the child's family bodily injury. *Penal Code 71.022*

PERSONAL HAZING OFFENSE

A person commits an offense if the person:

1. Engages in hazing.

2. Solicits, encourages, directs, aids, or attempts to aid another in engaging in hazing.

3. Has firsthand knowledge of the planning of a specific hazing incident involving a student in an educational institution, or firsthand knowledge that a specific hazing incident has occurred, and knowingly fails to report that knowledge in writing to the principal, Superintendent, or designee.

Education Code 37.152(a)

DEFINITIONS

PUBLIC SCHOOL FRATERNITY, SORORITY, SECRET SOCIETY, OR GANG

A "public school fraternity, sorority, secret society, or gang" means an organization composed wholly or in part of students of public primary or secondary schools that seeks to perpetuate itself by taking in additional members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization. The term does not include an agency for public welfare, including Boy Scouts, Hi-Y, Girl Reserves, DeMolay, Rainbow Girls, Pan-American Clubs, scholarship societies, or other similar educational organizations sponsored by state or national education authorities. *Education Code 37.121(d)*

HAZING

"Hazing" means any intentional, knowing, or reckless act occurring on or off the campus of an educational institution directed against a student, by one person alone or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. The term includes:

1. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
2. Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described above.
5. Any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Penal Code.

EDUCATIONAL INSTITUTION

"Educational institution" for purposes of this policy includes a public high school.

STUDENT

"Student" means any person who:

1. Is registered in or in attendance at an educational institution;
2. Has been accepted for admission at the educational institution where the hazing incident occurs; or
3. Intends to attend an educational institution during any of its regular sessions after a period of scheduled vacation.

Education Code 37.151

INFORMATION REGARDING GANG-FREE ZONES

The Superintendent shall ensure that the student handbook for each campus includes information on gang-free zones and the consequences of engaging in organized criminal activity within those zones. *Education Code 37.110*

POSSESSION OF WEAPONS

A student shall be expelled from school if the student possesses, uses, or exhibits any firearm, illegal knife, club, or prohibited weapon, on school property or while attending a school-sponsored or school-related activity on or off school property. *Education Code 37.007(a)(1)* [See also FOD]

EXPULSION OFFENSE

EXCEPTION

A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs:

1. At an approved target range facility that is not located on a school campus; and
2. While participating in or preparing for a school-sponsored shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department or a shooting sports sanctioning organization working with the department.

This section does not authorize a student to bring a firearm on school property to participate in or prepare for a school-sponsored shooting sports competition or a shooting sports educational activity.

Education Code 37.007(k)

FEDERAL FIREARMS PROVISION

EXPULSION OFFENSE

In accordance with the Gun-Free Schools Act, the District shall expel from the student's regular program, for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to any District school. *20 U.S.C. 7151; Education Code 37.007(e)* [See FOD]

DEFINITIONS

FIREARM

For purposes of state law, "firearm" shall mean any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use. *Penal Code 46.01(3)*

ILLEGAL KNIFE

"Illegal knife" is, as defined by law, a knife with a blade over 5-1/2 inches; hand instrument designed to cut or stab another by being thrown; dagger, including a dirk, stiletto, and poniard; bowie knife; sword; or spear, or is as defined by local policy. *Penal Code 46.01(6); Education Code 37.007(a)(1)(B)*

CLUB

A "club" is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk. *Penal Code 46.01(1)*

OTHER PROHIBITED WEAPONS

A prohibited weapon is:

1. An explosive weapon (any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for

the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon). *Penal Code 46.01(2)*

2. A machine gun (any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger). *Penal Code 46.01(9)*

3. A short-barrel firearm (rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches). *Penal Code 46.01(10)*

4. A firearm silencer (any device designed, made, or adapted to muffle the report of a firearm). *Penal Code 46.01(4)*

5. A switchblade knife (any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device on the handle, or opens or releases from the handle or shaft by the force of gravity or centrifugal force, but not a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife). *Penal Code 46.01(11)*

6. Knuckles (any instrument consisting of finger rings or guards made of a hard substance that is designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles). *Penal Code 46.01(8)*

7. Armor-piercing ammunition (handgun ammunition that is designed primarily for the purpose of penetrating metal or body armor and to be used primarily in pistols and revolvers). *Penal Code 46.01(12)*

8. A chemical dispensing device (a device, other than a small chemical dispenser sold commercially for personal protection, that is designed, made, or adapted for the purpose of dispensing a chemical capable of causing an adverse psychological or physiological effect on a human being). *Penal Code 46.01(14)*

9. A zip gun (a device or combination of devices that was not originally a firearm and is adapted to expel a projectile

through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance). *Penal Code 46.01(16)*

10. A tire deflation device (a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires; it does not include a traffic control device that is designed to puncture one or more of a vehicle's tires when driven over in a specific direction, and has a clearly visible sign posted in close proximity to the traffic control device that prohibits entry or warns motor vehicle operators of the traffic control device). *Penal Code 46.01(17)*

Penal Code 46.05(a)

ASSAULT PROHIBITED

Students are prohibited from assaulting anyone on school property or at any school-related event. *Education Code 37.006; Penal Code 22.01*

DEFINITIONS

Simple assault is defined as:

SIMPLE ASSAULT

1. Intentionally, knowingly, or recklessly causing bodily injury to another. *Education Code 37.006(a)(2)(B)*; *Penal Code 22.01(a)(1)*
2. Intentionally or knowingly threatening another with imminent bodily injury. *Penal Code 22.01(a)(2)*
3. Intentionally or knowingly causing physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative. *Penal Code 22.01(a)(3)*

AGGRAVATED ASSAULT

Aggravated assault is defined as causing serious bodily injury to another or using or exhibiting a deadly weapon during commission of the assault. *Education Code 37.007(a)(2)(A); Penal Code 22.02(a)*

SEXUAL ASSAULT

Sexual assault is defined as intentionally or knowingly causing physical sexual contact or sexual penetration of another person without that person's consent. Sexual assault is without consent of the other person if the actor compels the other person to submit or participate by use of physical force or violence, or threat of force or violence, and the other person believes the actor has the present ability to execute the threat; or the other person cannot consent. *Education Code 37.007(a)(2)(A); Penal Code 22.011*

AGGRAVATED SEXUAL ASSAULT

Aggravated sexual assault is defined as sexual assault in which the actor:

1. Causes serious bodily injury or attempts to cause the death of the victim or another person in the course of the same criminal episode; or
2. By acts or words, places the victim in fear that any person will become the victim of an offense under Penal Code 20A.02(a)(3), (4), (7), or (8) (smuggling of persons) or that death, serious bodily injury, or kidnapping will be imminently inflicted on any person; or
3. By acts or words occurring in the presence of the victim, threatens to cause any person to become the victim of an offense under Penal Code 20A.02(a)(3), (4), (7), or (8) (smuggling of persons) or to cause death, serious bodily injury, or kidnapping; or

4. Uses or exhibits a deadly weapon in the course of the same criminal episode; or

5. Acts in concert with another, who commits a sexual assault directed toward the same victim and occurs during the same criminal episode; or

6. Assaults a victim who is younger than 14 years of age or is an elderly or a disabled individual.

Education Code 37.007(a)(2)(A); Penal Code 22.021

DISRUPTION OF LAWFUL ASSEMBLY

A person commits a Class B misdemeanor if the person, alone or in concert with others, intentionally engages in disruptive activity on the campus or property of any school in the District.

DEFINITION

"Disruptive activity" means:

1. Obstructing or restraining the passage of persons in an exit, entrance, or hallway of any building without the authorization of the administration of the school.

2. Seizing control of any building or portion of a building to interfere with any administrative, educational, research, or other authorized activity.

3. Preventing or attempting to prevent by force or violence or the threat of violence any lawful assembly authorized by the school administration so that a person attempting to participate in the assembly is unable to participate due to the use of force or violence or due to a reasonable fear that force or violence is likely to occur.

4. Disrupting by force or violence or the threat of force or violence a lawful assembly in progress.

5. Obstructing or restraining the passage of any person at an exit or entrance to the campus or property or preventing or attempting to prevent by force or violence or by threats thereof the ingress or egress of any person to or from the property or campus without the authorization of the administration of the school.

FREE SPEECH

This provision shall not be construed to infringe upon any right of free speech or expression guaranteed by the constitutions of the United States or the state of Texas.

Education Code 37.123

DISRUPTION OF CLASSES

A person commits a Class C misdemeanor if the person, on school property or on public property within 500 feet of school property, alone or in concert with others, intentionally disrupts the conduct of classes or other school activities. It is an exception to the application of the offense that, at the time the person engaged in the prohibited conduct, the person was a student in the sixth grade or a lower grade level.

DEFINITIONS

"Disrupting the conduct of classes or other school activities" includes:

1. Emitting noise of an intensity that prevents or hinders classroom instruction.

2. Enticing or attempting to entice a student away from a class or other school activity that the student is required to attend.

3. Preventing or attempting to prevent a student from attending a class or other school activity that the student is required to attend.

4. Entering a classroom without the consent of either the principal or the teacher and, through either acts of misconduct or use of loud or profane language, disrupting class activities.

"School property" includes a public school campus or school grounds on which a public school is located, and any grounds or buildings used by a school for an assembly or other school-sponsored activity.

"Public property" includes a street, highway, alley, public park, or sidewalk.

Education Code 37.124

Annual Performance Report
2010 - 2011

The Denton ISD has participated in the Safe and Drug-Free Schools (SDFSC) Federal program since its inception. State funding and our local entitlement for the program ended in 2009 and the Office of Safe and Drug-Free Schools and it's programs were moved into a new **Office of Safe and Healthy Students** within the Office of Elementary and Secondary Education (OESE). This change was effective on September 26, 2011, and will provide new opportunities for staff from OESE and OSDFS to work together to improve school environments and support children's learning, health, and well-being. Denton ISD has continued its support of this effort. The program supervisor is Larry Mankoff who can be contacted by calling (940) 369-0595 or emailing him at lmankoff@dentonisd.org. This initiative continues to be called the DISD Safe and Drug-Free Schools and Communities) program.

The purpose of the Safe and Drug-Free Schools and Communities program is to foster a safe and drug-free learning environment that supports student academic achievement. Global and strategic program efforts target prevention and intervention concerns in and around all grade levels of DISD. Prevention efforts include the prevention of the illegal use of alcohol, tobacco, and other drugs as well as violence both in the home, neighborhood, and school community. Intervention efforts target both identified students who have struggled with these issues as well as trends seen in year-end assessments. It is the general premise of this effort to look at the global child and the impact on social and environmental issues that might interfere with the student's ability to be successful in the classroom.

It should also be noted that state legislation directs much of the activity for local programming. House bills 283, 121, and 1041 bullying, dating violence, and sexual abuse of children that are considered issues related to the Safe and Drug-Free Schools efforts and are supported throughout the Department of Counseling Services as directed by Melanie Lewis.

Policies and Procedures in response to student violence is supported both in local, legal (state), and within the Student Code of Conduct. The following policies are recounted in the Student Code of Conduct along with consequences for behaviors related to such acts.

FFI(LOCAL)	STUDENT WELFARE FREEDOM FROM BULLY ING (LOCAL)
FFH(LOCAL)	DATING VIOLENCE
FFH(LOCAL)	SEXUAL ABUSE
FNCI(LEGAL)	STUDENT CONDUCT: DISRUPTIONS

DISD addresses substance abuse, acts of violence, and other social-emotional distractions from the focus of education with the following strategies:

Elementary Campuses:
All campus counselors provide units on bullying and personal safety to students throughout the year in every grade level. Curriculum includes "We Help Ourselves (WHO), and "KoolKids" delivered in cooperation with the community agency, Friends of the Family. Additional "best practice" programs used throughout the elementary grade levels include "Steps to Respect", "Be Cool", and "Bully Busters". All of these programs address relationship aggression and skill building for bully prevention and violent behavior. We also require all instructional staff to integrate DAVE (Drug and Violence Education) lessons into their lesson plans a minimum of 2 times a semester.

Secondary Campuses:
Denton ISD currently employs Student Assistance Counselors on all secondary campuses. These counselors have specific training in a broad range of student concerns including developmental and psycho/social issues, substance abuse and violent behavior. At the middle schools, these counselors deliver the Project Alert curriculum to all 6th and 7th grade students. 8th grade students get booster lessons in drug and violence issues using materials outside of Project Alert (Botvin Life Skills, United Streaming, etc.). Supplemental "life skills" materials are provided in areas of bullying, relationship/dating violence, sexual abuse, social skill development, character education, and suicide prevention. The curriculum "Real Kids Getting Real" is also a part of the prevention effort in the middle schools. Individual, group, and crisis counseling is provided by both Student Assistance and School Counselors. Also through the nonprofit organization, Phoenix House, we have dedicated drug prevention/intervention counselors working with our students referred to the discipline alternative campus, the Davis School. This person acts as a liaison with our Student Assistance Counselors and works to transition students who are dealing with substance abuse problems back to their home campus.

DISD also has had a Student Resource Officer (SRO) program since 1989. Currently we have an SRO on all secondary campuses. The SROs work closely with the Student Assistance and Campus Counselors, campus staff, and administration with student, parent, and staff issues. They also provide an immediate law enforcement response to any criminal behavior with the campus community.

How are the activities evaluated?
Evaluation and effectiveness for this programming is measured through the DISD annual PEIMS report and the ChooseToCare Student Drug Use and Campus Safety Surveys. While some areas have seen slight movement in the '10 – '11 school year, there are some targets that allow for program focus in the ensuing school year. There are 32

questions to this survey. The following are a representative sample and contribute to our annual needs assessment for this program.

Drug use in my school is not a problem:

'07 - '08	31%
'08 - '09	41%
'09 – '10	39.99%
'10 – '11	40.99%

Drug use in my school has deeply affected me or someone I know:

'07 – '08	12.6%
'08 – '09	12.2%
'09 – '10	12.36%
'10 – '11	11.22%

What are the most popular drugs on your campus?

	Alcohol	Cigarettes	Marijuana
'07 – '08	14.3%	10.52%	24.9%
'08 – '09	12.47%	11.09%	22.3%
'09 – '10	11.48%	9.48%	25.87%
'10 – '11	11.18%	7.14%	28.18%

In general, do you feel safe from physical violence at school?

	Yes	**No**
'07 – '08	77.11%	22.89%
'08 – '09	79.97%	20.03%
'09 – '10	81.29%	18.71%
'10 – '11	81.61%	18.39%

In general, what grade would you give the safety of your school?

"A"	"B"	"C"	"F"

’07 – ’08	17.9%	50.33%	22.72%	3.52%
’08 – ’09	27.87%	48.39%	18.10%	1.97%
‘09 – ’10	26.39%	47.74%	19.16%	2.39%
’10 – ’11	26.52%	47.76%	19.18%	2.59%

Annual Performance Report

Section II: Campus-Level Information

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: BLANTON EL

Campus #: 061901122

2011 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Science

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	98%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%
	2010	92%	97%	99%	98%	*	*	98%	*	*	*	*	> 99%	> 99%	*
Mathematics	2011	88%	93%	97%	98%	*	> 99%	97%	*	*	*	*	89%	> 99%	> 99%
	2010	87%	93%	97%	98%	*	*	98%	*	*	*	*	> 99%	> 99%	*
All Tests	2011	83%	91%	95%	98%	*	> 99%	97%	*	*	*	*	89%	> 99%	> 99%
	2010	84%	92%	96%	98%	*	*	98%	*	*	*	*	> 99%	> 99%	*
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	96%	96%	*	88%	97%	*	*	*	*	> 99%	88%	*
	2010	86%	91%	96%	94%	> 99%	79%	98%	*	*	*	*	> 99%	82%	67%
Mathematics	2011	89%	94%	96%	97%	*	88%	98%	*	*	*	*	> 99%	88%	*
	2010	89%	92%	97%	97%	> 99%	95%	97%	*	*	*	*	> 99%	88%	92%
Writing	2011	91%	94%	97%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	92%	93%	97%	96%	> 99%	89%	98%	*	*	*	*	> 99%	88%	83%
All Tests	2011	78%	86%	92%	96%	*	89%	97%	*	*	*	*	> 99%	89%	*
	2010	78%	83%	92%	91%	> 99%	74%	95%	*	*	*	*	> 99%	71%	58%
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	98%	94%	> 99%	89%	95%	*	*	*	*	86%	81%	71%
	2010	86%	91%	95%	94%	*	80%	> 99%	*	*	*	*	83%	57%	*
Mathematics	2011	86%	92%	98%	93%	> 99%	94%	92%	*	*	*	*	71%	88%	86%
	2010	86%	92%	96%	98%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
Science	2011	86%	92%	97%	94%	> 99%	78%	98%	*	*	*	*	> 99%	75%	57%
	2010	87%	90%	95%	97%	*	80%	> 99%	*	*	*	*	83%	71%	*
All Tests	2011	76%	85%	94%	88%	> 99%	72%	90%	*	*	*	*	71%	63%	43%
	2010	75%	82%	90%	94%	*	80%	> 99%	*	*	*	*	83%	57%	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	97%	99%	> 99%	97%	99%	*	> 99%	*	*	> 99%	97%	> 99%
	2010	90%	93%	97%	96%	> 99%	84%	98%	*	n/a	n/a	n/a	95%	86%	67%
Mathematics	2011	84%	88%	97%	98%	> 99%	95%	98%	*	> 99%	*	*	95%	95%	93%
	2010	84%	88%	96%	98%	> 99%	97%	98%	*	n/a	n/a	n/a	> 99%	93%	93%
Writing	2011	92%	94%	97%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	93%	95%	97%	96%	> 99%	89%	98%	*	n/a	n/a	n/a	> 99%	88%	83%
Science	2011	83%	84%	97%	94%	> 99%	78%	98%	*	*	*	*	> 99%	75%	57%
	2010	82%	86%	95%	97%	*	82%	> 99%	*	n/a	n/a	n/a	83%	71%	*
All Tests	2011	76%	81%	94%	96%	> 99%	88%	97%	*	> 99%	*	*	95%	87%	81%
	2010	76%	81%	93%	94%	> 99%	78%	97%	*	n/a	n/a	n/a	95%	76%	60%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	59%	62%	45%	41%	67%	*	75%	*	*	48%	34%	13%
	2010	32%	38%	54%	55%	50%	39%	59%	*	*	*	*	43%	17%	13%
Mathematics	2011	29%	32%	54%	54%	36%	38%	57%	*	75%	*	*	38%	29%	20%
	2010	28%	31%	51%	55%	29%	42%	61%	*	*	*	*	33%	21%	33%
Writing	2011	31%	39%	50%	57%	*	50%	58%	*	*	*	*	17%	13%	*
	2010	32%	36%	45%	44%	57%	26%	49%	*	*	*	*	11%	12%	17%
Science	2011	30%	33%	66%	67%	50%	39%	76%	*	*	*	*	33%	31%	14%
	2010	28%	30%	58%	73%	*	50%	80%	*	*	*	*	33%	14%	*
All Tests	2011	16%	19%	34%	40%	18%	23%	44%	*	63%	*	*	18%	13%	6%
	2010	15%	17%	31%	37%	14%	21%	43%	*	*	*	*	14%	3%	7%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	85%	88%	> 99%	90%	*	*	> 99%	*	*	*	*	90%	80%	*
Mathematics	2011	77%	83%	> 99%	89%	*	*	80%	*	*	*	*	89%	> 99%	*
	2010	75%	79%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
Writing	2011	80%	88%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
Science	2011	60%	60%	67%	*	*	*	*	*	*	*	*	*	*	*
	2010	58%	58%	75%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	85%	91%	*	> 99%	83%	*	*	*	*	91%	> 99%	*
	2010	64%	69%	82%	91%	*	*	> 99%	*	*	*	*	91%	80%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	100.0%	99.6%	100.0%	100.0%	99.5%	*	100.0%	-	*	100.0%	100.0%	94.1%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	95.1%	94.4%	100.0%	90.5%	94.4%	*	100.0%	-	*	41.7%	87.8%	76.5%
Not on TAKS	7.6%	7.6%	4.6%	5.3%	0.0%	9.5%	5.1%	*	0.0%	-	*	58.3%	12.2%	17.6%
TAKS(Acc) Only	2.4%	2.1%	1.3%	0.8%	0.0%	0.0%	1.0%	*	0.0%	-	*	8.3%	0.0%	0.0%
TAKS-M Only	3.1%	3.4%	1.3%	3.8%	0.0%	9.5%	3.0%	*	0.0%	-	*	41.7%	12.2%	17.6%
TAKS-Alt Only	0.9%	0.7%	1.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Combination	1.3%	1.4%	1.0%	0.8%	0.0%	0.0%	1.0%	*	0.0%	-	*	8.3%	0.0%	0.0%
By Acct Status														
Acct System	94.0%	95.7%	96.5%	95.9%	100.0%	92.9%	96.0%	*	100.0%	-	*	87.5%	92.7%	88.2%
Non-Acct System	4.6%	3.5%	3.3%	3.8%	0.0%	7.1%	3.5%	*	0.0%	-	*	12.5%	7.3%	5.9%
Mobile	4.6%	3.5%	3.3%	3.8%	0.0%	7.1%	3.5%	*	0.0%	-	*	12.5%	7.3%	5.9%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.0%	0.4%	0.0%	0.0%	0.5%	*	0.0%	-	*	0.0%	0.0%	5.9%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.0%	0.4%	0.0%	0.0%	0.5%	*	0.0%	-	*	0.0%	0.0%	5.9%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	291	266	11	42	198	4	8	0	3	24	41	17
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.9%	99.6%	100.0%	100.0%	100.0%	*	80.0%	-	-	100.0%	100.0%	93.8%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	94.9%	93.3%	100.0%	85.3%	94.6%	*	80.0%	-	-	36.4%	76.7%	68.8%
Not on TAKS	7.8%	7.7%	4.9%	6.3%	0.0%	14.7%	5.4%	*	0.0%	-	-	63.6%	23.3%	25.0%
TAKS(Acc) Only	2.3%	1.8%	1.2%	0.4%	0.0%	0.0%	0.6%	*	0.0%	-	-	4.5%	0.0%	0.0%
TAKS-M Only	3.3%	3.8%	1.7%	3.6%	0.0%	11.8%	2.4%	*	0.0%	-	-	36.4%	16.7%	18.8%
TAKS-Alt Only	0.8%	0.7%	0.3%	0.4%	0.0%	0.0%	0.6%	*	0.0%	-	-	4.5%	3.3%	6.3%
Combination	1.3%	1.3%	0.7%	1.8%	0.0%	2.9%	1.8%	*	0.0%	-	-	18.2%	3.3%	0.0%
By Acct Status														
Acct System	90.0%	91.0%	94.1%	92.9%	100.0%	88.2%	93.5%	*	80.0%	-	-	59.1%	80.0%	68.8%
Non-Acct System	8.6%	8.1%	5.7%	6.7%	0.0%	11.8%	6.5%	*	0.0%	-	-	40.9%	20.0%	25.0%
Mobile	4.4%	3.6%	2.9%	2.7%	0.0%	0.0%	3.6%	*	0.0%	-	-	0.0%	0.0%	0.0%
Non-Acct Test	4.2%	4.5%	2.3%	4.0%	0.0%	11.8%	3.0%	*	0.0%	-	-	40.9%	20.0%	25.0%
Not Tested	1.4%	0.9%	0.2%	0.4%	0.0%	0.0%	0.0%	*	20.0%	-	-	0.0%	0.0%	6.3%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	0.4%	0.0%	0.0%	0.0%	*	20.0%	-	-	0.0%	0.0%	6.3%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	294	224	14	34	168	3	5	0	0	22	30	16

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	67%	60%	*	*	*	*	*	*	*	*	*	*
	2010	50%	53%	67%	75%	*	*	*	*	*	*	*	80%	80%	*
Mathematics	2011	42%	43%	67%	*	*	*	*	*	*	*	*	*	*	*
	2010	45%	52%	67%	80%	*	88%	83%	*	*	*	*	> 99%	78%	86%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	110	113	*	*	*	*	*	*	*	*	*	*
	2010	86	90	126	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	66	88	*	*	*	*	*	*	*	*	*	*	*
	2010	70	77	97	107	*	119	*	*	*	*	*	*	111	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	2%	6%	< 1%	11%	5%	*	*	*	*	14%	19%	29%
	2010	15%	10%	6%	6%	*	20%	< 1%	*	*	*	*	17%	43%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	> 99%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%
	2010	92%	96%	99%	97%	*	90%	> 99%	*	*	*	*	83%	86%	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	2%	7%	< 1%	6%	8%	*	*	*	*	29%	13%	14%
	2010	14%	9%	4%	2%	*	< 1%	< 1%	*	*	*	*	< 1%	< 1%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	99%	99%	> 99%	94%	> 99%	*	*	*	*	> 99%	94%	86%
	2010	92%	95%	98%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
English Language Learners Progress Indicator															
2010-11		80%	86%	> 99%	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
2009-10		79%	85%	> 99%	72%	*	71%	*	*	*	*	*	*	73%	64%
Attendance Rate @															
2009-10		95.5%	95.9%	96.7%	96.4%	98.0%	96.5%	96.2%	*	96.3%	-	97.7%	96.1%	95.3%	96.7%
2008-09		95.6%	95.9%	96.9%	96.8%	98.1%	97.5%	96.6%	*	n/a	n/a	n/a	97.7%	97.3%	98.5%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		598	100.0%	21,636	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.3%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	0.9%	3.0%	4.5%
	Kindergarten	108	18.1%	13.9%	8.5%	7.6%
	Grade 1	104	17.4%	15.1%	8.5%	7.9%
	Grade 2	128	21.4%	16.4%	8.8%	7.7%
	Grade 3	94	15.7%	17.3%	8.5%	7.6%
	Grade 4	74	12.4%	18.3%	7.9%	7.6%
	Grade 5	90	15.1%	15.1%	7.9%	7.6%
	Grade 6	0	0.0%	2.7%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.0%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	18	3.0%	2.3%	11.6%	12.9%
	Hispanic	88	14.7%	13.5%	30.8%	50.3%
	White	461	77.1%	76.9%	52.9%	31.2%
	Native American	6	1.0%	0.5%	0.9%	0.5%
	Asian	17	2.8%	4.2%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.1%	0.1%	0.1%
	Two or More Races	8	1.3%	2.4%	1.2%	1.6%
Economically Disadvantaged		64	10.7%	15.4%	41.5%	59.2%
Limited English Proficient (LEP)		32	5.4%	3.7%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		0	0.0%	0.1%	1.3%	1.9%
At-Risk		74	12.4%	17.8%	35.1%	46.3%
Mobility (2009-10)		40	8.7%	8.0%	17.1%	18.2%
Number of Students per Teacher		14.2	n/a	14.9	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	0.0%	2.1%	2.1%	2.3%	20.0%	12.2%	14.3%	10.7%
Grade 1	0.0%	1.4%	1.5%	4.7%	0.0%	5.6%	8.5%	8.9%
Grade 2	0.0%	0.5%	0.8%	2.8%	0.0%	1.2%	3.8%	4.1%
Grade 3	1.8%	0.4%	1.1%	2.0%	0.0%	1.7%	1.4%	1.8%
Grade 4	1.3%	0.3%	0.1%	1.1%	0.0%	1.4%	0.4%	0.9%
Grade 5	0.0%	0.4%	0.4%	1.3%	0.0%	1.8%	2.0%	1.3%
Grade 6	-	0.5%	0.1%	0.7%	-	0.0%	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	18.8	18.8	18.8	19.0
	Grade 1	19.8	18.8	18.9	18.9
	Grade 2	21.3	18.7	18.8	18.8
	Grade 3	18.8	19.2	19.1	18.8
	Grade 4	18.5	19.8	20.3	19.0
	Grade 5	22.9	22.0	21.9	21.4
	Grade 6	-	22.1	20.9	20.7
	Mixed Grades	13.0	23.8	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	49.7	100.0%	100.0%	100.0%	100.0%
Professional Staff:	48.7	98.0%	86.6%	72.3%	63.4%
Teachers	42.1	84.7%	73.0%	56.2%	50.5%
Professional Support	4.6	9.3%	9.9%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	4.0%	3.7%	2.7%	2.8%
Educational Aides:	1.0	2.0%	13.4%	7.9%	9.5%
Total Minority Staff:	5.0	10.1%	7.0%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	1.0	2.4%	0.9%	6.5%	9.3%
Hispanic	2.0	4.8%	4.0%	11.7%	23.7%
White	38.1	90.5%	93.4%	78.4%	63.9%
American Indian	1.0	2.4%	0.4%	0.8%	0.4%
Asian	0.0	0.0%	0.8%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	2.1%	1.3%
Males	6.0	14.3%	4.6%	24.0%	23.2%
Females	36.1	85.7%	95.4%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	3.0	7.1%	3.4%	4.8%	6.0%
1-5 Years Experience	21.0	49.9%	25.3%	31.8%	30.0%
6-10 Years Experience	8.0	19.1%	23.1%	22.7%	21.1%
11-20 Years Experience	9.1	21.5%	30.0%	25.5%	25.0%
0ver 20 Years Experience	1.0	2.4%	18.2%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	6.7 yrs.	12.1 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	3.5 yrs.	7.8 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,835	$42,984	$45,521	$41,272
1-5 Years Experience	$47,052	$44,717	$47,448	$44,013
6-10 Years Experience	$47,753	$46,463	$48,287	$46,604
11-20 Years Experience	$50,740	$50,503	$51,852	$50,476
Over 20 Years Experience	$65,474	$58,966	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$48,403	$49,390	$51,120	$48,638
Professional Support	$52,727	$53,690	$55,177	$57,045
Campus Administration (School Leadership)	$71,804	$71,233	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	3.4	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$2,756,450	100.0%	$5,124	$3,025,760	100.0%	$5,624	$129,231,163	100.0%	$6,170
Instruction (11,95)	$1,958,931	71.1%	$3,641	$2,002,186	66.2%	$3,722	$97,592,068	75.5%	$4,660
Instructional-Related Services (12,13)	$134,089	4.9%	$249	$152,763	5.0%	$284	$5,700,471	4.4%	$272
Instructional Leadership (21)	$27,946	1.0%	$52	$27,946	0.9%	$52	$1,631,132	1.3%	$78
School Leadership (23)	$221,545	8.0%	$412	$227,972	7.5%	$424	$8,650,967	6.7%	$413
Support Services-Student (31,32,33)	$140,713	5.1%	$262	$219,100	7.2%	$407	$6,524,680	5.0%	$312
Other Campus Costs (35,36,51,52,53)	$273,226	9.9%	$508	$395,793	13.1%	$736	$9,131,845	7.1%	$436
By Program:									
Total Operating Expenditures	$2,483,224	100.0%	$4,616	$2,562,993	100.0%	$4,764	$118,833,081	100.0%	$5,674
Bilingual/ESL Education (25)	$42,061	1.7%	$78	$42,061	1.6%	$78	$1,059,538	0.9%	$51
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$3,856	0.0%	$0
Accelerated Education (24,30)	$115,057	4.6%	$214	$115,057	4.5%	$214	$5,138,617	4.3%	$245
Gifted & Talented Education (21)	$78,864	3.2%	$147	$78,864	3.1%	$147	$1,602,625	1.3%	$77
Regular Education (11)	$2,086,575	84.0%	$3,878	$2,086,575	81.4%	$3,878	$91,661,696	77.1%	$4,377
Special Education (23)	$160,667	6.5%	$299	$240,436	9.4%	$447	$19,366,749	16.3%	$925
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	31	5.2%	3.5%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	40	6.7%	7.9%	8.7%	7.7%
Special Education	30	5.0%	7.8%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	1.1%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.3%	3.6%	4.0%
Compensatory Education	1.0	2.4%	3.9%	5.0%	2.9%
Gifted & Talented Education	1.0	2.4%	1.2%	1.7%	1.9%
Regular Education	32.0	76.1%	85.0%	68.0%	73.4%
Special Education	8.0	19.1%	8.5%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Hispanic	% Econ	% Mobility	% LEP	% Afr_Amer
014908041		SALADO INT	SALADO ISD	77.0	19.3	25.8	13.0	7.3	1.3
043905107		FISHER ELEMENTARY	FRISCO ISD	78.3	10.2	3.8	4.7	1.4	3.7
057916128		BRENTFIELD EL	RICHARDSON ISD	77.0	11.7	6.1	3.7	3.6	1.5
061901115		EP RAYZOR EL	DENTON ISD	77.2	12.5	7.4	6.0	3.8	3.8
061901118		HAWK EL	DENTON ISD	77.8	11.5	8.1	5.6	1.2	4.3
061901122	>	BLANTON EL	DENTON ISD	77.1	14.7	10.7	8.7	5.4	3.0
061902112		FLOWER MOUND EL	LEWISVILLE ISD	77.6	11.6	9.1	10.2	1.7	2.6
061902117		DONALD ELEMENTARY	LEWISVILLE ISD	77.2	10.3	4.9	3.7	1.6	2.1
061905102		BLANCHE DODD INT	KRUM ISD	78.1	17.1	34.2	7.5	4.8	2.2
061911102		JUSTIN EL	NORTHWEST ISD	75.9	17.1	32.3	15.3	6.8	2.3
061911106		LAKEVIEW EL	NORTHWEST ISD	77.8	11.8	10.3	11.7	7.1	1.3
061911109		SAMUEL BECK EL	NORTHWEST ISD	76.1	13.8	9.6	7.9	2.5	1.6
070908103		IRVIN EL	MIDLOTHIAN ISD	77.1	17.4	41.1	13.6	1.4	3.1
070915101		LORENE SMITH KIRKPATRICK	MAYPEARL ISD	77.1	19.2	41.5	16.9	7.1	1.0
075908101		ROUND TOP-CARMINE EL	ROUND TOP-CARMINE ISD	75.7	16.2	36.5	12.0	8.8	4.7
084910120		I W AND ELEANOR HYDE EL	CLEAR CREEK ISD	76.1	13.6	20.7	7.3	2.0	5.5
101913109		GREENTREE EL	HUMBLE ISD	76.0	12.6	11.0	7.3	4.1	4.6
101920109		MEMORIAL DRIVE EL	SPRING BRANCH ISD	78.1	10.8	5.0	4.9	7.7	0.9
105905101		JACOB'S WELL EL	WIMBERLEY ISD	78.2	18.9	30.6	8.2	8.8	0.2
123905101		HELENA PARK EL	NEDERLAND ISD	77.3	15.0	34.1	11.9	4.8	1.5
129901102		NOLA KATHRYN WILSON EL	CRANDALL ISD	77.6	16.6	34.3	13.2	8.2	1.5
130901105		CIBOLO CREEK EL	BOERNE ISD	78.1	18.1	17.9	7.7	1.1	0.6
161903105		SOUTH BOSQUE EL	MIDWAY ISD	77.4	12.2	12.4	9.2	2.3	4.5
170902121		BUSH EL	CONROE ISD	76.3	13.3	9.0	6.5	3.7	1.6
174908101		CENTRAL HEIGHTS EL	CENTRAL HEIGHTS ISD	76.4	15.0	41.3	12.4	6.1	4.8
184907104		MCCALL EL	ALEDO ISD	75.9	18.9	18.0	8.5	6.1	1.0
191901101		GENE HOWE EL	CANYON ISD	76.5	20.8	36.9	10.1	1.3	1.6
199901110		GRACE HARTMAN ELEMENTARY	ROCKWALL ISD	77.5	9.9	6.6	4.8	1.5	2.9
220902120		GREEN VALLEY EL	BIRDVILLE ISD	78.1	10.4	19.7	8.0	4.4	2.8
220905103		BENBROOK EL	FORT WORTH ISD	76.4	17.2	32.7	12.5	4.1	5.4
220906108		BRANSFORD EL	GRAPEVINE-COLLEYVILLE IS	75.6	7.6	4.4	4.3	1.5	2.7
220906109		GRAPEVINE EL	GRAPEVINE-COLLEYVILLE IS	76.0	11.9	8.8	5.2	2.7	2.3
220907108		SHADY GROVE EL	KELLER ISD	76.4	9.3	4.2	9.0	2.1	3.3
227901119		HIGHLAND PARK EL	AUSTIN ISD	75.9	14.7	6.4	5.6	3.9	1.7
227909101		EANES EL	EANES ISD	76.0	11.5	3.6	3.4	5.2	1.7
227909103		VALLEY VIEW EL	EANES ISD	76.2	13.4	8.1	5.8	4.0	0.6
227909106		BRIDGE POINT EL	EANES ISD	77.3	8.0	0.9	3.4	2.7	0.4
227913103		BEE CAVE ELEMENTARY	LAKE TRAVIS ISD	78.3	13.3	11.8	8.9	1.8	0.3
246908103		BILL BURDEN EL	LIBERTY HILL ISD	76.2	19.4	28.8	10.9	4.1	0.9
246913118		RIVER PLACE EL	LEANDER ISD	77.5	11.1	4.0	5.9	2.3	2.9
246913123		RIVER RIDGE EL	LEANDER ISD	75.7	10.8	2.2	8.2	2.8	0.3
		Group Average		76.9	13.5	15.4	8.0	3.7	2.3

*** Order of columns will vary on lists for other campuses ***

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
SALADO INT	263	695	726	57	31	Q3	264	666	690	40	24	Q4
FISHER ELEMENTARY	230	732	769	-	37	Q3	229	709	776	-	68	Q1
BRENTFIELD EL	253	754	784	-11	31	Q3	255	746	795	-	50	Q3
EP RAYZOR EL	202	701	739	121	37	Q3	204	673	751	135	78	Q1
HAWK EL	227	695	739	188	44	Q2	229	682	740	131	59	Q2
> BLANTON EL	147	702	737	113	36	Q3	148	678	718	63	39	Q4
FLOWER MOUND EL	207	693	734	100	42	Q2	205	660	716	87	56	Q3
DONALD ELEMENTARY	168	687	731	125	44	Q2	169	656	718	83	63	Q2
BLANCHE DODD INT	234	653	699	103	46	Q1	240	627	674	82	48	Q3
JUSTIN EL	157	661	707	131	46	Q1	161	654	711	91	56	Q3
LAKEVIEW EL	104	699	741	102	42	Q2	104	681	707	53	27	Q4
SAMUEL BECK EL	168	709	744	111	34	Q3	170	694	740	-	46	Q3
IRVIN EL	77	687	714	119	27	Q4	78	656	697	121	42	Q4
LORENE SMITH KIRKPAT	130	663	693	82	29	Q4	128	610	668	99	58	Q3
ROUND TOP-CARMINE EL	39	696	774	154	78	Q1	40	694	708	56	14	Q4
I W AND ELEANOR HYDE	173	675	713	90	38	Q2	176	667	729	145	62	Q2
GREENTREE EL	257	662	721	145	59	Q1	257	660	721	120	61	Q2
MEMORIAL DRIVE EL	155	706	753	120	47	Q1	157	663	752	88	90	Q1
JACOB'S WELL EL	239	676	722	97	46	Q1	240	630	697	116	67	Q1
HELENA PARK EL	91	637	669	132	33	Q3	92	609	676	75	67	Q1
NOLA KATHRYN WILSON	218	699	724	36	25	Q4	217	681	716	84	35	Q4
CIBOLO CREEK EL	262	727	766	140	39	Q2	262	721	765	155	44	Q4
SOUTH BOSQUE EL	79	701	723	-	22	Q4	77	655	701	-	46	Q3
BUSH EL	127	692	717	-	26	Q4	128	641	754	82	113	Q1
CENTRAL HEIGHTS EL	192	676	709	41	33	Q3	193	656	690	56	34	Q4
MCCALL EL	153	676	709	90	33	Q3	153	656	711	31	55	Q3
GENE HOWE EL	74	649	677	147	28	Q4	75	611	680	74	68	Q1
GRACE HARTMAN ELEMEN	295	721	762	109	42	Q2	294	710	765	159	55	Q3
GREEN VALLEY EL	139	712	736	102	24	Q4	139	699	758	126	58	Q3
BENBROOK EL	155	668	703	150	35	Q3	155	642	702	92	61	Q2
BRANSFORD EL	142	729	760	116	31	Q3	145	689	731	73	42	Q4
GRAPEVINE EL	149	686	750	104	64	Q1	146	643	718	88	75	Q1
SHADY GROVE EL	99	685	720	71	35	Q3	99	631	713	85	82	Q1
HIGHLAND PARK EL	186	717	757	169	39	Q2	184	684	736	83	52	Q3
EANES EL	155	711	756	71	45	Q2	154	679	740	132	61	Q2
VALLEY VIEW EL	138	704	751	-	46	Q1	132	668	741	129	73	Q1
BRIDGE POINT EL	237	708	756	74	48	Q1	239	690	752	86	62	Q2
BEE CAVE ELEMENTARY	177	695	721	161	25	Q4	179	678	724	180	46	Q3
BILL BURDEN EL	191	656	675	83	19	Q4	192	616	680	88	64	Q2
RIVER PLACE EL	192	703	754	166	51	Q1	193	668	741	102	73	Q1
RIVER RIDGE EL	178	708	750	149	42	Q2	178	677	738	121	62	Q2
Group Average	169	695	733	106	39	--	169	669	727	91	57	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Blanton Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Blanton Elementary School's Mission Statement

We at Blanton Elementary School, as compassionate professionals, will inspire and empower children to become safe, respectful and caring learners.

Board Goals

Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

Blanton Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	64	98	80	91	100	66		
3	AA	4			2				
3	Hispanic	3			12	100	58		
3	White	56	98	80	70	100	66		
3	Eco. Dis.	4			12	100	50		
3	SPED	4	04		4				
3	LEP C	0			5	100	20		
3	LEP M1								
3	LEP M2								
4	All	82	94	48	74	96	62		
4	AA	7	100	57	3				
4	Hispanic	16	75	25	8	88	50		
4	White	56	98	55	59	97	64		
4	Eco. Dis.	14	79	7	8	88	38		
4	SPED	4			3				
4	LEP C	10	60	10	1				
4	LEP M1								
4	LEP M2								
5	All	65	98	45	88	99	60		
5	AA	3			6	100	50		
5	Hispanic	8	100	38	17	100	29		
5	White	53	98	47	61	98	70		
5	Eco. Dis.	5	100	0	15	100	20		
5	SPED	2			5	80	20		
5	LEP C	1			6	100	0		
5	LEP M1								
5	LEP M2								

Blanton Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	81	96	47	74	100	59		
4	AA	7	100	57	3				
4	Hispanic	16	88	31	8	100	50		
4	White	55	98	53	59	100	61		
4	Eco. Dis.	14	86	14	8	100	25		
4	SPED	4	05		4				
4	LEP C	10	80	20	1				
4	LEP M1								
4	LEP M2								

Blanton Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	64	98	61	91	99	57		
3	AA	4			2				
3	Hispanic	3			12	100	50		
3	White	56	98	64	70	99	57		
3	Eco. Dis.	4			12	100	33		
3	SPED	4			4				
3	LEP C	0			5	100	20		
3	LEP M1								
3	LEP M2								
4	All	84	96	46	75	97	51		
4	AA	7	100	29	3				
4	Hispanic	16	94	25	9	89	56		
4	White	58	97	55	59	98	53		
4	Eco. Dis.	15	87	20	9	89	22		
4	SPED	6	100	17	4				
4	LEP C	10	90	20	2				
4	LEP M1								
4	LEP M2								
5	All	64	100	64	89	98	53		
5	AA	3			6	100	50		
5	Hispanic	8	100	63	17	94	18		
5	White	52	100	67	62	98	61		
5	Eco. Dis.	5	100	0	15	93	13		
5	SPED	1			6	83	17		
5	LEP C	1			6	83	17		
5	LEP M1								
5	LEP M2								

Blanton Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	66	98	77	87	94	67		
5	AA	3			5	100	40		
5	Hispanic	9	89	56	17	76	41		
5	White	53	100	83	58	98	74		
5	Eco. Dis.	5	80	20	15	73	33		
5	SPED	3			5	100	40		
5	LEP C	1			6	50	17		
5	LEP M1								
5	LEP M2								

Blanton Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Blanton Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- E-School
- Attendance reports
- Staffing plans

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

Findings/Analysis

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

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

Strengths

- Proactive with training (SIOP; ELPS)
- Teachers willing to get ESL Certified
- PLCs/RtI team
- LASSO/SALSA trained teachers

Needs

- Communication with non-English
- speaking parents
- Additional support of ELLs; numbers
- have doubled in past 2 years
- Focus on students denying Bilingual

Summary of Needs

- Support of ELLs, especially those qualifying for Bilingual but denying program
- Continue with ESL endorsements, goal 100%

Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- TAKS
- TELPAS
- Course/Class Grades
- Student Work
- State and AYP Data Tables

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

Findings/Analysis

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

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

Strengths

- TAKS Standarization
- AWARE Program
- PLC Campus
- Care Team/RTI
- Spec. Ed. is good

Needs

- Continue focus on WIGS - low SES
- Growing numbers of ELL students
- STAAR information

Summary of Needs

- Data indicates that the school/district needs to remain focused on the at risk factors
- At risk includes ELL's and Eco Dis
- Provide targeted interventions as soon as possible
- Maintain PLC work through the RtI process

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Surveys
- Focus Groups
- Interviews
- Feedback data
- Classroom data
- Conferences
- Newsletters
- emails

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

Findings/Analysis

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

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

Strengths

- Writing Screeners
- Common Assessments
- Pre-assessments
- student data folders
- Campus 'tights'
- Behavior Matrix
- PLC work
- Vertical Goal Team work
- Knight Time

Needs

- Additional math assessments/data
- change order of math scope & sequence
- Concentrate on writing common assess.

Summary of Needs

- Develop additional math assessment for data other than Kathy Richardson
- Concentrate on writing common assessments in all content areas
- Use pre-assessment information to individualize/differentitate

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- SBEC
- Staffing Plans
- PRIDE
- CIP

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

Findings/Analysis

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

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

Strengths

- High teacher retention rate (90%)
- Increase in teacher certifications
- Graduate school; ESL certifications
- Campus Staff Development/Growth
- PLC commitments
- Collaboration for staff development
- Data Driven/CIP aligned

Needs

- Continue ESL endoresments due to
- growth in ELL students

Summary of Needs

- Growing ELL population - - need to have more teachers ESL per grade level

Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Standards-based curriculum materials
- Scope and Sequence
- Technology
- Horizontal/vertical teams
- Student specifice/differentiated strategies
- Common assessments/benchmarks
- class/school schedules
- high yield strategies
- Plan/Do/Study/Act model

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

Findings/Analysis

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

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

Strengths

- Benchmarks and data
- math manipulatives/reading resources
- Literacy Library
- Technology-smart boards
- PLC and staff support
- data and research driven school
-

Needs

- format and editing benchmarks
- enough manipulatives/textbooks for all
- 1 smart board per grade level
- indepth technology training for all tchrs
- Write from the Beginning training
- Continued use of K-5 writing rubrics
- More training in Daily 5/Café

Summary of Needs

- High quality benchmarks
- Technology Training for all teachers
- Manipulatives for all students
- Write from the Beginning Training
- Continue development of K-5 writing rubrics
- Daily 5/Café additional training

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- PEIMS
- AEIS data
- Parent Surveys

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

Findings/Analysis

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

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

Strengths

- Translator
- ESL teachers in all grade levels
- Flyers are translated

Needs

- Sources for translating emails
- Source for translating newsletters
-

Summary of Needs

- Growing population of ELLs - - method for translating information (newsletters, etc.)

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Common Assessments
- CCAP data
- Daily Progress Monitoring/St. data folders
- TAKS

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

Findings/Analysis

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

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

Strengths

- Outside the box thinking
- departmentalization
- Grade level class study buddies
- Data collection
- Collaboration time (PLC)
- Quality Professional Development
- Co curriculur aligned lessons

Needs

- Consistent services for spec. ed. students

Summary of Needs

- Inclusion seems to look different each year
- Need continuum of services - - CM, Resource, Inclusion

Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Technology Infrastructure, Networks
- Technology Hardware/software
- Star Chart
- Professional Development
- Technology Policies (AUP)

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

Findings/Analysis

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

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

Strengths

- PTA Support with Smart Boards
- Development of a Commun. Task Force
- Digital Projectors; document cameras
- Access to CPS units, flip videos, cameras
- Plenty of software

Needs

- Time set aside for implementation
- Technology standards added to Eduph.
- Laptops on Wheels
- Mountinig Smart Boards
- Student email accounts

Summary of Needs

- Time set aside to implement strategies learned in staff development
- Technology standards added to Eduphoria
- Finalize rubric for campus website standards

Comprehensive Needs Assessment Summary of Priority Needs
Blanton

Demographics:
Support of ELLs, especially those qualifying for Bilingual but denying program
Continue with ESL endorsements, goal 100%

Student Achievement:
Data indicates that the school/district needs to remain focused on the at risk factors
At risk includes ELL's and Eco Dis
Provide targeted interventions as soon as possible
Maintain PLC work through the RtI process

School Culture and Climate:
Develop additional math assessment for data other than Kathy Richardson
Concentrate on writing common assessments in all content areas
Use pre-assessment information to individualize/differentitate

Teacher Quality:
Growing ELL population - - need to have more teachers ESL per grade level

Curriculum, Instruction and Assessment:
High quality benchmarks
Technology Training for all teachers
Manipulatives for all students
Write from the Beginning Training
Continue development of K-5 writing rubrics
Daily 5/Café additional training

Family and Community Involvement:
Growing population of ELLs - - method for translating information (newsletters, etc.)

School Content and Organization:
Inclusion seems to look different each year
Need continuum of services - - CM, Resource, Inclusion

Technology:
Time set aside to implement strategies learned in staff development
Technology standards added to Eduphoria
Finalize rubric for campus website standards

Board Summary
Campus Improvement Plans
2011-12

Blanton Elementary School

Wildy Important Goals for 2011-12
WIG 1: Increase the use of authentic formative assessments to guide daily instruction from 1 assessment for each content area per semester to 1 assessment for each content area per six week period as evidenced by grade level artifacts through May, 2012.
WIG 2: Collaborate in Professional Learning Communities to foster a safe environment that inspires collaboration and fosters a sense of caring and belonging by increasing the number of responses at level 3 or 4 from 97.8% in August 2011 to 99% in May 2012 on the Staff Self Esteem Survey.
WIG 3: Collaborate in Professional Learning Communities to increase the use of technology tools and strategies that: 1) Routinely engage students in authentic learning as seen through weekly lesson plans 2) Increase quality home/school communication through the implementation of teachers' websites by moving from 60% to 100% that are valued at a level 2 or above on the Blanton Rubric by May, 2012.

Campus Improvement Plan
Blanton Elementary School

WIG 1

Increase the use of authentic formative assessments to guide daily instruction from 1 assessment for each content area per semester to 1 assessment for each content area per six week period as evidenced by grade level artifacts through May, 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct PLC meetings weekly in grades K-5, focusing on formative results to plan instruction and promote continuous improvement **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** weekly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Teachers, Data, PLC Conferences	[ ]	[ ]		Common Assessments, Walkthroughs, Lesson Plans, PLC notes, Student Data Folders	Formative assessments, district benchmarks, and ELI/DRA results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue utilizing the Plan-Do-Study-Act model to promote individual goal setting in grades K-5 by providing individual student data folders **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** weekly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Student folders, staff training, classroom teachers	[ ]	[ ]		Common Assessments, Benchmarks, student data folders	Benchmark results in reading, math, writing and science; DRA and Kathy Richardson performance data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Plan in grade level huddles to determine essential learning standards, develop common assessments, and establish an intervention plan for students not demonstrating success on the identified standards, such as 3-5 Rdg. Intervention Program, Reading Recovery, tutoring, math intervention, and Classworks **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom Teachers, Reading Recovery Teacher, Reading and Math Intervention/ESL Specialists, Tutors $87,981	[ ]	[X]	1.5	Common Assessments, Walkthroughs, Student Data Folders, Lesson Plans	Common Assessments, EOY results on ELI/DRA, Kathy Richardson, district benchmarks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Design and use common formative assessments each 6 weeks in math, reading, science and writing to evaluate current levels of performance and involve students in goal setting **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** Each 6 weeks **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Assessment Bookstudy (Seven Strategies of Assessment for Learning) with Team Leaders	[ ]	[ ]		Common Assessments, Walkthroughs, Lesson Plans	Formative and Summative assessments, ELI/DRA, Kathy Richardson	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Expect campus initiatives to be present in all classrooms for implementation of best practices: Reader's/Writer's Workshop, Thinking Maps, Posted content/language objectives, Word Walls/Vocabulary Development, use of non-linguistic representation, etc. **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus developed list of 'tights' document	[ ]	[ ]		Walkthroughs, PDAS, Lesson Plans, Benchmarks	Common Assessments, district benchmarks, ELI/DRA, Kathy Richardson; staff surveys	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Develop a Master Schedule to include "Knight Time", a daily 30 minute period for specialized, differentiated learning groups to target specific needs of all students based on formative assessments **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom teachers, all campus level specialists, data	[ ]	[ ]		Lesson Plans, Individual Student Data Folders	Common Assessments, District Benchmarks, ELI/DRA, Kathy Richardson	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Require each grade level/team to develop at least two goals to support campus WIGS. **Person(s) Responsible:** Teachers **Completion Date:** August, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus WIGS, 2010-11 Data	[ ]	[ ]		Benchmarks, Common Assessments	Team goals, ELI/DRA, Kathy Richardson	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Push in the Math Specialist to enhance the learning opportunities for teachers and students. **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom teachers and math specialist	[ ]	[ ]		Common Assessments, Walkthroughs, District Benchmarks	District Benchmarks, common assessments and Kathy Richardson performance results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Require minimum number of minutes per instructional content area: 90 minutes of daily math instruction; 120 minutes of daily language arts instruction; 30 minutes of daily science instruction and 30 minutes of daily social studies instruction **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom teachers	[ ]	[ ]		Lesson plans, Walkthroughs, PDAS, Goal Team Meetings; PLC Meetings	DRA, Kathy Richardson, formative and summative assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Organize vertical goal teams for each of the core subject areas to focus on school wide instruction, vertical planning, and building academic vocabulary **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	DISD Scope and Sequence, TEKS, Vocabulary lists, Staff Development	[ ]	[ ]		Goal Team Meeting Notes/Agendas	Observation of strategies, Lesson Plans	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide continuum of services for special education students to include inclusion, content mastery and resource **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** Nov. 2, 2010 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Co-Teach Training in Effective Strategies	[ ]	[ ]		Walkthroughs, Lesson plans, classroom schedules, ARD minutes	Lesson Plans, formative assessments, ELI/DRA, Kathy Richardson	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Incorporate the Plan-Do-Study-Act model to promote Continuous Improvement **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff Development	[ ]	[ ]		ANCHOR Walks, Lesson Plans, PLC notes	TAKS, ELI/DRA, Kathy Richardson	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Instructional Best Practices will be implemented such as: use of manipulatives, cooperative grouping, think/pair/share opportunities; student involvement in goal setting **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom teachers; Marzano's book on Instructional Strategies in the classroom; Staff surveys	[ ]	[ ]		Walkthroughs; PDSA, Lesson Plans	Walkthrough data, PDAS, Staff surveys	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Through the use of campus staff development days and weekly PLC meetings, on-going training will be provided for all staff members on how to better utilize assessment for learning, focusing on the 'Seven Strategies of Assessment for Learning' **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	One book per teacher of 'Seven Strategies of Assessment for Learning';	[ ]	[ ]		PLC Meetings, Walkthroughs, Lesson Plans	Reports of individual student progress through student data folders	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Care Team will utilize the Response to Intervention (RtI) model to support students who are struggling - - by name, by need **Person(s) Responsible:** Teachers, Campus admin., Dyslexia specialist **Completion Date:** daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	PLC conferences; RtI conferences; Care Team; Data; classroom teachers and campus specialists; Staff surveys	[ ]	[ ]		Care Team agendas, Student Data Folders, Knight Time schedule	Common Assessments, DRA, Kathy Richardson; Staff surveys	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Participate in district benchmark assessements: Grades 3-5 Math, Science, Reading in the fall and spring; Grade 2 Math 2 times in the 2nd semester (pre/post) Science in the fall and spring **Person(s) Responsible:** Classroom teachers, Campus Admin. **Completion Date:** end of each grading period **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Benchmarks, AWARE	[ ]	[ ]		Benchmark schedule	Benchmark data, student goal folders	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue 'Buddy Classrooms' each week to provide additional PLC time for grade level teachers **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** weekly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom teachers, Administrators	[ ]	[ ]		Walkthroughs, surveys	Walkthroughs, PLC artifacts	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Blanton Elementary School

WIG 2

Collaborate in Professional Learning Communities to foster a safe environment that inspires collaboration and fosters a sense of caring and belonging by increasing the number of responses at level 3 or 4 from 97.8% in August 2011 to 99% in May 2012 on the Staff Self Esteem Survey.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Promote safe, respectful and caring learners through the use of a campus-wide behavior matrix, the Bully/Guidance lessons, the Bucket-filler program and conflict resolution **Person(s) Responsible:** Counselor, Teachers, Campus Admin. **Completion Date:** daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom teachers, Counselor, Behavior Matrix, drops for buckets	[ ]	[ ]		Walkthroughs, discipline referrals	Walkthroughs, bullying reports, office referrals	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Promote student self-efficacy (belief + effort = improvement) by continuing the AAA award, focused on Academics, Attendance and Attitude **Person(s) Responsible:** Classroom Teachers, Campus Admin. **Completion Date:** end of each grading period **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom teachers, assessment data, attendance charts, weekly folders, AAA certificates	[ ]	[ ]		Recognition ceremonies	Grades, attendance, citizenship, surveys	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Work in PLCs to develop at least 2 team goals that support and align with campus and district goals **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** August, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus and district goals	[ ]	[ ]		Goals	formative and summative assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize faculty meetings to develop shared learning and recognition through SNAC (Say Something Nice About a Colleague) time **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Teachers	[ ]	[ ]		Faculty meeting agendas	Staff Self Esteem Survey in May	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Dedicate one Team Huddle time each month to develop and support collaboration and shared learning (book study, etc.) **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff Books for book study	[ ]	[ ]		Meeting agendas	Walkthroughs, teacher feedback, lesson plans	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emphasize campus developed 'tights' as non-negotiables **Person(s) Responsible:** Teachers, Campus Admin. **Completion Date:** daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	"Tights' document	[ ]	[ ]		Lesson plans, Walkthroughs, PDAS	Common Assessments, student data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Conduct monthly birthday celebrations for the staff **Person(s) Responsible:** Classroom teachers, Campus Admin. **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	none	[ ]	[ ]		Master calendar of celebrations	End of year staff survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure individual goals align with team, campus and district goals **Person(s) Responsible:** Teachers, Administrators **Completion Date:** daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	CIP, district goals	[ ]	[ ]		PDAS	formative and summative data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop leadership capacity through Team Leaders, CLT, Goal Teams and Technology Advisory Committee **Person(s) Responsible:** Teachers, Administrators **Completion Date:** Daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Book study materials	[ ]	[ ]		Meeting agendas, Walkthroughs	PDAS, survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Conduct Curriculum Night for parents during the first two weeks of school to communicate expectations and procedures **Person(s) Responsible:** Teachers, Administrators **Completion Date:** August 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Grade Level expectations and procedures	[ ]	[ ]		Team agendas	Parent survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize principal's Shared Outlook Calendar to maintain a master calendar of school events **Person(s) Responsible:** Principal **Completion Date:** Daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Outlook	[ ]	[ ]		Outlook Calendar	Staff survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Complete a pre and post Assessment of Staff Self Esteem Survey **Person(s) Responsible:** Teachers, Administrators **Completion Date:** August and May **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Survey	[ ]	[ ]		Meeting Agenda	Survey results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a "Share Fair" twice a year to share examples of successful lessons/best practices **Person(s) Responsible:** Teachers, administrators **Completion Date:** April **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Meeting time	[ ]	[ ]		Meeting agenda	Teacher feedback	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Complete a mid-year Administrator Report Card to collect feedback on effectiveness **Person(s) Responsible:** Teachers, administrators **Completion Date:** January **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Survey	[ ]	[ ]		Returned surveys	Plan of action based on survey results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Blanton Elementary School

WIG 3

Collaborate in Professional Learning Communities to increase the use of technology tools and strategies that:
1) Routinely engage students in authentic learning as seen through weekly lesson plans
2) Increase quality home/school communication through the implementation of teachers' websites by moving from 60% to 100% that are valued at a level 2 or above on the Blanton Rubric by May, 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize campus-developed rubric to standardize campus websites and establish content 'tights' **Person(s) Responsible:** Teachers, administrators **Completion Date:** daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Website Rubric	[ ]	[ ]		Lesson plans, Walkthroughs, websites	Surveys, websites	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue the work of the Technology Advisory Committee to gather input and provide trainings for digital integration and communication as identified through teacher feedback **Person(s) Responsible:** Committee, Teachers, administrators **Completion Date:** daily **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Training time	[ ]	[ ]		Committee Agendas, surveys	Updated websites, integrated technology in lesson plans	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Participate in staff development opportunities centered on the 21st century learner and digital technology **Person(s) Responsible:** teachers, administrators **Completion Date:** daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff books "Teaching Digital Natives" and "Web Literacy for Educators"	[ ]	[ ]		Meeting agendas	Lesson plans, websites	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Integrate Smart Boards as a learning tool **Person(s) Responsible:** teachers **Completion Date:** monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Smart Boards	[ ]	[ ]		Lesson Plans, Walkthroughs	survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Utilize Project Share for PDAS documentation **Person(s) Responsible:** teachers, administrators **Completion Date:** daily **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Project Share training	[ ]	[ ]		Project Share accounts	PDAS documentation	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Support quality communication through principal/asst. principal online newsletters, along with team newsletters **Person(s) Responsible:** teachers, administrators **Completion Date:** weekly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Web access, websites	[ ]	[ ]		Updated websites and online newsletters	Parent feedback	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue principal's Parent Advisory Team to gather input and vision for the 21st century learner **Person(s) Responsible:** Administrators **Completion Date:** monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time, Vision document	[ ]	[ ]		Meeting agendas	parent surveys	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Blanton Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs
including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Melissa McDonald
2) Classroom Teacher	Genelle Anderson
3) Classroom Teacher	Jennifer Patrick
4) Classroom Teacher	Jennifer Woltman
5) Classroom Teacher	Wendy Kudrna
6) Classroom Teacher	Kevin Birdwell
7) Campus-based Nonteaching Professional	Stacey Gow
8) Campus-based Paraprofessional and Operations Staff	Trinity Huysmans
9) District-level Professional	Stacey Dihel
10) Parent	Susan Harris
11) Parent	Leslie Haralson
12) Community Member	Traci Cooney
13) Community Member	Chris Little
14) Business Representative	Paula Goldstein
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	08/31/11	3:30	Blanton Library
2	01/19/11	3:30	Blanton Library
3	03/29/12	3:30	Blanton Library
4	05/24/12	3:30	Blanton Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: BORMAN EL

Campus #: 061901111

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Science

Comparable Improvement: Reading & Mathematics

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	89%	88%	80%	84%	> 99%	*	*	*	*	60%	84%	> 99%
	2010	92%	97%	91%	97%	> 99%	> 99%	92%	*	*	*	*	> 99%	97%	> 99%
Mathematics	2011	88%	93%	84%	88%	60%	91%	91%	*	*	*	*	80%	87%	94%
	2010	87%	93%	87%	87%	78%	> 99%	77%	*	*	*	*	75%	83%	> 99%
All Tests	2011	83%	91%	80%	82%	60%	81%	91%	*	*	*	*	60%	79%	94%
	2010	84%	92%	84%	87%	78%	> 99%	77%	*	*	*	*	75%	83%	> 99%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	84%	92%	73%	*	73%	*	*	*	*	*	*	70%	73%
	2010	85%	88%	77%	83%	*	83%	*	*	*	*	*	*	83%	83%
Mathematics	2011	77%	81%	*	64%	*	64%	*	*	*	*	*	*	60%	64%
	2010	74%	78%	79%	78%	*	78%	*	*	*	*	*	*	78%	78%
All Tests	2011	78%	79%	83%	55%	*	55%	*	*	*	*	*	*	50%	55%
	2010	75%	77%	76%	78%	*	78%	*	*	*	*	*	*	78%	78%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	84%	90%	86%	90%	93%	*	*	*	*	> 99%	89%	84%
	2010	86%	91%	84%	84%	*	77%	94%	*	*	*	*	88%	83%	69%
Mathematics	2011	89%	94%	88%	87%	> 99%	87%	79%	*	*	*	*	> 99%	85%	79%
	2010	89%	92%	89%	82%	*	71%	> 99%	*	*	*	*	75%	80%	69%
Writing	2011	91%	94%	90%	88%	> 99%	90%	79%	*	*	*	*	88%	91%	89%
	2010	92%	93%	92%	75%	*	69%	87%	*	*	*	*	38%	78%	63%
All Tests	2011	78%	86%	73%	73%	86%	77%	57%	*	*	*	*	89%	74%	68%
	2010	78%	83%	75%	60%	*	48%	81%	*	*	*	*	25%	60%	35%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	85%	*	67%	*	67%	*	*	*	*	*	*	67%	67%
	2010	83%	82%	80%	67%	*	67%	*	*	*	*	*	*	67%	67%
Mathematics	2011	74%	78%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	73%	69%	80%	50%	*	50%	*	*	*	*	*	*	50%	50%
Writing	2011	93%	98%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	94%	97%	96%	83%	*	83%	*	*	*	*	*	*	83%	83%
All Tests	2011	75%	79%	*	67%	*	67%	*	*	*	*	*	*	67%	67%
	2010	73%	70%	72%	33%	*	33%	*	*	*	*	*	*	33%	33%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	86%	85%	80%	80%	94%	*	*	*	*	*	79%	64%
	2010	86%	91%	85%	79%	83%	72%	89%	*	*	*	*	83%	71%	53%
Mathematics	2011	86%	92%	83%	93%	> 99%	88%	> 99%	*	*	*	*	*	91%	91%
	2010	86%	92%	85%	84%	75%	81%	94%	*	*	*	*	> 99%	81%	72%
Science	2011	86%	92%	86%	96%	> 99%	96%	94%	*	*	*	*	*	94%	91%
	2010	87%	90%	85%	84%	> 99%	74%	94%	*	*	*	*	> 99%	81%	59%
All Tests	2011	76%	85%	71%	83%	80%	76%	94%	*	*	*	*	*	76%	64%
	2010	75%	82%	73%	70%	67%	68%	83%	*	*	*	*	83%	62%	45%
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only															
Reading	2011	77%	89%	*	71%	*	71%	*	*	*	*	*	*	71%	71%
	2010	74%	56%	75%	22%	*	22%	*	*	*	*	*	*	22%	22%
Mathematics	2011	50%	63%	*	71%	*	71%	*	*	*	*	*	*	71%	71%
	2010	45%	40%	*	13%	*	13%	*	*	*	*	*	*	13%	13%
Science	2011	58%	44%	*	43%	*	43%	*	*	*	*	*	*	43%	43%
	2010	52%	38%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	63%	54%	*	43%	*	43%	*	*	*	*	*	*	43%	43%
	2010	55%	32%	50%	20%	*	20%	*	*	*	*	*	*	20%	20%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	87%	88%	88%	84%	98%	*	*	*	*	79%	85%	83%
	2010	90%	93%	89%	86%	> 99%	80%	92%	*	n/a	n/a	n/a	95%	83%	75%
Mathematics	2011	84%	88%	87%	88%	88%	87%	90%	*	*	*	*	89%	86%	83%
	2010	84%	88%	88%	82%	88%	76%	92%	*	n/a	n/a	n/a	82%	79%	72%
Writing	2011	92%	94%	90%	89%	> 99%	92%	79%	*	*	*	*	88%	92%	92%
	2010	93%	95%	91%	75%	*	71%	87%	*	n/a	n/a	n/a	38%	78%	68%
Science	2011	83%	84%	86%	89%	> 99%	84%	94%	*	*	*	*	*	85%	72%
	2010	82%	86%	85%	81%	> 99%	68%	90%	*	n/a	n/a	n/a	> 99%	76%	54%
All Tests	2011	76%	81%	76%	77%	82%	75%	81%	*	*	*	*	74%	74%	70%
	2010	76%	81%	79%	71%	83%	63%	80%	*	n/a	n/a	n/a	64%	67%	55%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	29%	31%	18%	30%	38%	*	*	*	*	37%	29%	17%
	2010	32%	38%	28%	31%	32%	25%	40%	*	*	*	*	27%	26%	20%
Mathematics	2011	29%	32%	28%	32%	12%	32%	38%	*	*	*	*	16%	27%	24%
	2010	28%	31%	32%	30%	24%	28%	38%	*	*	*	*	14%	27%	22%
Writing	2011	31%	39%	20%	18%	< 1%	22%	14%	*	*	*	*	13%	20%	24%
	2010	32%	36%	21%	11%	*	13%	7%	*	*	*	*	< 1%	13%	< 1%
Science	2011	30%	33%	39%	43%	40%	34%	59%	*	*	*	*	*	38%	11%
	2010	28%	30%	36%	30%	25%	17%	61%	*	*	*	*	< 1%	22%	8%
All Tests	2011	16%	19%	13%	15%	6%	18%	12%	*	*	*	*	5%	14%	9%
	2010	15%	17%	14%	15%	20%	10%	26%	*	*	*	*	5%	11%	9%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	89%	*	*	*	*	*	*	*	89%	86%	*
	2010	85%	88%	93%	> 99%	*	*	*	*	*	*	*	> 99%	> 99%	*
Mathematics	2011	77%	83%	89%	86%	*	*	*	*	*	*	*	86%	83%	*
	2010	75%	79%	94%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
Writing	2011	80%	88%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Science	2011	60%	60%	50%	*	*	*	*	*	*	*	*	*	*	*
	2010	58%	58%	67%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	79%	78%	*	*	*	*	*	*	*	78%	71%	*
	2010	64%	69%	76%	88%	*	*	*	*	*	*	*	88%	86%	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	*	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	*
All Tests	2010	93%	96%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	> 99%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	100.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	-	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	92.0%	92.3%	82.4%	94.1%	91.1%	-	*	-	-	30.0%	93.3%	97.3%
Not on TAKS	7.6%	7.6%	7.7%	7.7%	17.6%	5.9%	8.9%	-	*	-	-	70.0%	6.7%	2.7%
TAKS(Acc) Only	2.4%	2.1%	2.7%	1.1%	0.0%	0.8%	2.2%	-	*	-	-	10.0%	0.7%	1.4%
TAKS-M Only	3.1%	3.4%	2.8%	3.8%	11.8%	2.5%	4.4%	-	*	-	-	35.0%	4.0%	0.0%
TAKS-Alt Only	0.9%	0.7%	0.0%	1.6%	0.0%	1.7%	2.2%	-	*	-	-	15.0%	1.3%	1.4%
Combination	1.3%	1.4%	1.1%	1.1%	5.9%	0.8%	0.0%	-	*	-	-	10.0%	0.7%	0.0%
By Acct Status														
Acct System	94.0%	95.7%	92.8%	94.5%	100.0%	94.1%	93.3%	-	*	-	-	95.0%	93.3%	94.6%
Non-Acct System	4.6%	3.5%	6.6%	5.5%	0.0%	5.9%	6.7%	-	*	-	-	5.0%	6.7%	5.4%
Mobile	4.6%	3.5%	6.6%	5.5%	0.0%	5.9%	6.7%	-	*	-	-	5.0%	6.7%	5.4%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	234	183	17	119	45	0	2	0	0	20	150	74
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.7%	99.0%	100.0%	100.0%	96.5%	-	*	-	-	100.0%	98.8%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	91.4%	92.2%	84.6%	96.6%	86.0%	-	*	-	-	41.7%	91.5%	98.8%
Not on TAKS	7.8%	7.7%	7.6%	6.8%	15.4%	3.4%	10.5%	-	*	-	-	58.3%	7.3%	1.2%
TAKS(Acc) Only	2.3%	1.8%	1.9%	1.5%	3.8%	0.8%	1.8%	-	*	-	-	12.5%	1.2%	0.0%
TAKS-M Only	3.3%	3.8%	3.1%	2.9%	3.8%	0.8%	7.0%	-	*	-	-	25.0%	3.6%	0.0%
TAKS-Alt Only	0.8%	0.7%	0.9%	1.5%	3.8%	0.8%	1.8%	-	*	-	-	12.5%	1.2%	1.2%
Combination	1.3%	1.3%	1.3%	1.0%	3.8%	0.8%	0.0%	-	*	-	-	8.3%	1.2%	0.0%
By Acct Status														
Acct System	90.0%	91.0%	88.3%	88.3%	88.5%	94.1%	75.4%	-	*	-	-	62.5%	87.9%	91.9%
Non-Acct System	8.6%	8.1%	10.9%	10.7%	11.5%	5.9%	21.1%	-	*	-	-	37.5%	10.9%	8.1%
Mobile	4.4%	3.6%	6.3%	6.3%	3.8%	4.2%	12.3%	-	*	-	-	0.0%	6.1%	7.0%
Non-Acct Test	4.2%	4.5%	3.9%	4.4%	7.7%	1.7%	8.8%	-	*	-	-	37.5%	4.8%	1.2%
Not Tested	1.4%	0.9%	0.3%	1.0%	0.0%	0.0%	3.5%	-	*	-	-	0.0%	1.2%	0.0%
Absent	0.1%	0.1%	0.0%	0.5%	0.0%	0.0%	1.8%	-	*	-	-	0.0%	0.6%	0.0%
LEP Exempt	0.9%	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.5%	0.0%	0.0%	1.8%	-	*	-	-	0.0%	0.6%	0.0%
Total Count	3,175,337	14,816	299	205	26	118	57	0	4	0	0	24	165	86

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	49%	36%	*	20%	*	*	*	*	*	*	31%	13%
	2010	50%	53%	44%	13%	*	10%	*	*	*	*	*	*	13%	9%
Mathematics	2011	42%	43%	53%	68%	*	71%	40%	*	*	*	*	> 99%	67%	80%
	2010	45%	52%	51%	56%	*	44%	*	*	*	*	*	*	53%	67%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	84	92	*	89	*	*	*	*	*	*	92	98
	2010	86	90	98	81	*	82	*	*	*	*	*	*	81	84
Mathematics	2011	64	66	83	105	*	110	*	*	*	*	*	*	104	110
	2010	70	77	84	82	*	71	*	*	*	*	*	*	78	108
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	15%	19%	20%	22%	12%	*	*	*	*	*	23%	33%
	2010	15%	10%	15%	29%	17%	41%	11%	*	*	*	*	17%	38%	58%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	92%	91%	> 99%	84%	> 99%	*	*	*	*	*	88%	78%
	2010	92%	96%	92%	84%	> 99%	74%	89%	*	*	*	*	> 99%	78%	65%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	20%	11%	< 1%	16%	6%	*	*	*	*	*	13%	17%
	2010	14%	9%	15%	24%	25%	35%	6%	*	*	*	*	< 1%	30%	46%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	91%	93%	> 99%	88%	> 99%	*	*	*	*	*	90%	83%
	2010	92%	95%	92%	84%	92%	74%	94%	*	*	*	*	> 99%	80%	65%
English Language Learners Progress Indicator															
2010-11		80%	86%	83%	81%	*	80%	*	*	*	*	*	*	80%	78%
2009-10		79%	85%	81%	71%	*	70%	*	*	*	*	*	*	71%	69%
Attendance Rate @															
2009-10		95.5%	95.9%	96.4%	96.8%	97.0%	97.0%	96.2%	*	98.4%	-	-	95.4%	96.8%	97.2%
2008-09		95.6%	95.9%	96.7%	97.4%	97.5%	97.8%	96.5%	-	n/a	n/a	n/a	96.6%	97.5%	97.8%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		399	100.0%	21,228	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.3%	0.4%	0.3%
	Pre-Kindergarten	35	8.8%	9.5%	3.0%	4.5%
	Kindergarten	54	13.5%	14.1%	8.5%	7.6%
	Grade 1	57	14.3%	14.6%	8.5%	7.9%
	Grade 2	73	18.3%	13.9%	8.8%	7.7%
	Grade 3	64	16.0%	14.1%	8.5%	7.6%
	Grade 4	60	15.0%	16.7%	7.9%	7.6%
	Grade 5	56	14.0%	15.4%	7.9%	7.6%
	Grade 6	0	0.0%	1.4%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.0%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	31	7.8%	9.1%	11.6%	12.9%
	Hispanic	249	62.4%	65.2%	30.8%	50.3%
	White	114	28.6%	21.6%	52.9%	31.2%
	Native American	0	0.0%	0.4%	0.9%	0.5%
	Asian	5	1.3%	2.0%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.1%	0.1%	0.1%
	Two or More Races	0	0.0%	1.6%	1.2%	1.6%
Economically Disadvantaged		304	76.2%	76.3%	41.5%	59.2%
Limited English Proficient (LEP)		196	49.1%	25.9%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		2	0.4%	0.3%	1.3%	1.9%
At-Risk		262	65.7%	52.4%	35.1%	46.3%
Mobility (2009-10)		83	20.9%	20.1%	17.1%	18.2%
Number of Students per Teacher		10.6	n/a	14.8	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	1.8%	1.8%	2.1%	2.3%	16.7%	10.6%	14.3%	10.7%
Grade 1	0.0%	5.2%	1.5%	4.7%	0.0%	5.7%	8.5%	8.9%
Grade 2	1.7%	2.7%	0.8%	2.8%	10.0%	2.2%	3.8%	4.1%
Grade 3	0.0%	2.1%	1.1%	2.0%	0.0%	1.7%	1.4%	1.8%
Grade 4	0.0%	1.1%	0.1%	1.1%	0.0%	0.6%	0.4%	0.9%
Grade 5	0.0%	1.2%	0.4%	1.3%	0.0%	0.8%	2.0%	1.3%
Grade 6	-	0.0%	0.1%	0.7%	-	2.9%	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	14.4	17.8	18.8	19.0
	Grade 1	9.4	18.3	18.9	18.9
	Grade 2	17.0	17.6	18.8	18.8
	Grade 3	18.1	17.4	19.1	18.8
	Grade 4	17.2	17.9	20.3	19.0
	Grade 5	20.8	21.9	21.9	21.4
	Grade 6	-	19.7	20.9	20.7
	Mixed Grades	20.0	27.7	19.2	23.9
Secondary:	English/Language Arts	-	25.0	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	57.2	100.0%	100.0%	100.0%	100.0%
Professional Staff:	49.7	86.9%	83.1%	72.3%	63.4%
Teachers	37.5	65.7%	70.3%	56.2%	50.5%
Professional Support	10.1	17.7%	8.9%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	3.5%	3.8%	2.7%	2.8%
Educational Aides:	7.5	13.1%	16.9%	7.9%	9.5%
Total Minority Staff:	19.5	34.2%	36.4%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	2.0	5.3%	4.7%	6.5%	9.3%
Hispanic	11.0	29.3%	28.6%	11.7%	23.7%
White	23.5	62.7%	64.8%	78.4%	63.9%
American Indian	0.0	0.0%	0.3%	0.8%	0.4%
Asian	1.0	2.7%	0.5%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.1%	2.1%	1.3%
Males	6.0	16.0%	8.5%	24.0%	23.2%
Females	31.5	84.0%	91.5%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	2.7%	4.8%	4.8%	6.0%
1-5 Years Experience	13.4	35.7%	33.1%	31.8%	30.0%
6-10 Years Experience	10.0	26.6%	21.2%	22.7%	21.1%
11-20 Years Experience	7.6	20.2%	23.0%	25.5%	25.0%
0ver 20 Years Experience	5.6	14.8%	17.9%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.2 yrs.	11.2 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	7.5 yrs.	8.2 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$48,350	$41,752	$45,521	$41,272
1-5 Years Experience	$47,328	$43,198	$47,448	$44,013
6-10 Years Experience	$48,012	$45,390	$48,287	$46,604
11-20 Years Experience	$53,324	$49,480	$51,852	$50,476
Over 20 Years Experience	$65,730	$56,925	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$51,479	$47,498	$51,120	$48,638
Professional Support	$51,875	$52,141	$55,177	$57,045
Campus Administration (School Leadership)	$73,115	$68,172	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	3.8	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$3,547,741	100.0%	$8,027	$4,018,084	100.0%	$9,091	$135,975,493	100.0%	$6,542
Instruction (11,95)	$2,696,550	76.0%	$6,101	$2,970,707	73.9%	$6,721	$101,097,751	74.3%	$4,864
Instructional-Related Services (12,13)	$150,892	4.3%	$341	$167,197	4.2%	$378	$5,053,471	3.7%	$243
Instructional Leadership (21)	$57,337	1.6%	$130	$57,337	1.4%	$130	$1,860,759	1.4%	$90
School Leadership (23)	$228,584	6.4%	$517	$228,937	5.7%	$518	$8,717,442	6.4%	$419
Support Services-Student (31,32,33)	$171,093	4.8%	$387	$180,881	4.5%	$409	$6,856,453	5.0%	$330
Other Campus Costs (35,36,51,52,53)	$243,285	6.9%	$550	$413,025	10.3%	$934	$12,389,617	9.1%	$596
By Program:									
Total Operating Expenditures	$3,304,456	100.0%	$7,476	$3,588,973	100.0%	$8,120	$122,772,765	100.0%	$5,907
Bilingual/ESL Education (25)	$258,030	7.8%	$584	$258,030	7.2%	$584	$6,820,553	5.6%	$328
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$16,175	0.0%	$1
Accelerated Education (24,30)	$166,949	5.1%	$378	$441,235	12.3%	$998	$19,483,250	15.9%	$937
Gifted & Talented Education (21)	$101,951	3.1%	$231	$101,951	2.8%	$231	$1,515,850	1.2%	$73
Regular Education (11)	$2,374,953	71.9%	$5,373	$2,374,953	66.2%	$5,373	$78,365,570	63.8%	$3,770
Special Education (23)	$402,573	12.2%	$911	$412,804	11.5%	$934	$16,569,772	13.5%	$797
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$1,595	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	196	49.1%	26.7%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	25	6.3%	5.2%	8.7%	7.7%
Special Education	41	10.3%	8.2%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	12.0	32.0%	11.3%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.3%	3.6%	4.0%
Compensatory Education	2.3	6.1%	5.6%	5.0%	2.9%
Gifted & Talented Education	1.0	2.7%	0.8%	1.7%	1.9%
Regular Education	17.3	46.0%	75.3%	68.0%	73.4%
Special Education	5.0	13.2%	6.7%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% Econ	% Hispanic	% LEP	% White	% Mobility	% Afr_Amer
015910121		EL DORADO EL	NORTH EAST ISD	76.3	72.1	28.8	18.7	17.4	6.8
015911042		SALADO INT	EAST CENTRAL ISD	75.5	79.0	9.1	8.7	16.2	10.5
015915103		GLENOAKS EL	NORTHSIDE ISD	76.3	62.8	32.7	10.2	29.6	9.4
015916102		HOPKINS EL	JUDSON ISD	76.9	69.1	14.5	13.4	16.9	13.6
026902101		SOMERVILLE EL	SOMERVILLE ISD	75.7	34.3	10.0	40.4	22.9	22.6
028903101		LULING EL	LULING ISD	77.0	65.7	18.0	28.1	15.0	4.7
037901101		ALTO EL	ALTO ISD	75.4	29.0	22.2	40.1	16.9	25.3
057905204		ROSEMONT ELEMENTARY SCHO	DALLAS ISD	76.9	87.8	39.3	8.5	11.7	2.1
057909116		WEAVER EL	GARLAND ISD	76.3	58.8	47.1	13.5	18.9	17.6
057909124		HEATHER GLEN EL	GARLAND ISD	76.0	66.8	45.1	10.1	19.7	20.0
057914118		MCKENZIE EL	MESQUITE ISD	76.3	62.4	26.6	18.4	24.2	16.2
061901111	>	BORMAN EL	DENTON ISD	76.2	62.4	49.1	28.6	20.9	7.8
068901101		GALE POND ALAMO EL	ECTOR COUNTY ISD	75.9	74.4	19.5	20.3	12.6	3.7
071902123		HUGHEY EL	EL PASO ISD	76.5	79.4	29.8	9.6	24.7	7.1
071909128		CHESTER E JORDAN	SOCORRO ISD	75.6	86.7	32.7	8.6	11.3	2.9
077901101		A B DUNCAN EL	FLOYDADA ISD	76.3	75.4	11.7	19.0	16.2	4.9
079901101		BEASLEY EL	LAMAR CISD	75.4	68.6	20.7	21.2	18.4	10.0
095903102		AKIN EL	HALE CENTER ISD	76.9	73.1	7.1	22.8	22.4	3.7
096904101		AUSTIN EL	MEMPHIS ISD	76.4	65.1	22.6	24.5	17.1	9.4
101911114		TRAVIS EL	GOOSE CREEK CISD	76.9	60.5	23.4	17.1	23.4	19.5
101914110		SUNDOWN EL	KATY ISD	76.7	68.0	45.0	13.8	22.3	12.4
101919107		MILDRED JENKINS EL	SPRING ISD	76.6	43.8	21.0	27.1	25.5	25.1
101920124		CEDAR BROOK EL	SPRING BRANCH ISD	75.5	82.8	61.0	8.8	22.4	5.5
105906103		TOM GREEN EL	HAYS CISD	75.6	81.6	49.7	14.6	20.1	2.9
140905102		WEBB EL	OLTON ISD	75.5	74.6	19.6	24.5	14.3	0.6
152907106		WILLOW BEND EL	FRENSHIP ISD	76.8	53.6	11.6	39.8	25.7	3.3
152908101		ROOSEVELT EL	ROOSEVELT ISD	76.4	52.2	5.1	42.5	29.8	3.2
158902102		MARKHAM EL	TIDEHAVEN ISD	76.6	54.5	10.8	38.3	14.4	3.6
178904103		CALK EL	CORPUS CHRISTI ISD	76.8	75.6	4.8	19.1	21.0	2.5
178904141		YEAGER EL	CORPUS CHRISTI ISD	76.4	80.3	7.3	15.6	21.3	2.7
188901119		OAK DALE EL	AMARILLO ISD	75.8	63.0	5.7	29.7	12.9	2.2
200904101		WINTERS EL	WINTERS ISD	75.6	60.9	5.7	35.1	13.3	1.4
205901104		CHARLIE MARSHALL EL	ARANSAS PASS ISD	76.4	58.3	10.7	35.7	19.7	2.7
206901101		SAN SABA EL	SAN SABA ISD	76.7	52.5	21.1	46.9	21.1	0.0
220902106		RICHLAND EL	BIRDVILLE ISD	76.1	41.6	22.2	47.8	19.4	6.5
220902113		WATAUGA EL	BIRDVILLE ISD	75.7	53.7	35.7	36.4	16.3	3.4
220905166		SOUTH HI MOUNT EL	FORT WORTH ISD	77.0	75.3	41.1	13.6	15.3	7.3
220920103		WEST EL	WHITE SETTLEMENT ISD	76.0	38.6	17.5	48.8	25.5	5.3
227907108		PIONEER CROSSING EL	MANOR ISD	76.5	46.7	43.8	10.3	24.7	24.7
235902112		SMITH EL MAGNET	VICTORIA ISD	75.6	71.4	15.0	18.2	22.9	9.0
246909111		VIC ROBERTSON EL	ROUND ROCK ISD	76.6	64.8	30.6	20.9	21.8	9.3
		Group Average		76.3	65.2	25.9	21.6	20.1	9.1

*** Order of columns will vary on lists for other campuses ***

	Reading						Mathematics					
	(1)	(2)	(3)	(4)	(5)	(6)	(1)	(2)	(3)	(4)	(5)	(6)
Campus Name	Number Matched Students	2010 Avg Scale Score	2011 Avg Scale Score	2010 Failer Avg VSG	2011 Avg VSG	2011 Quar-tile	Number Matched Students	2010 Avg Scale Score	2011 Avg Scale Score	2010 Failer Avg VSG	2011 Avg VSG	2011 Quar-tile
EL DORADO EL	158	631	679	98	48	Q1	159	601	654	84	53	Q3
SALADO INT	693	609	658	81	49	Q1	663	589	640	73	51	Q3
GLENOAKS EL	114	641	691	101	50	Q1	115	626	697	93	71	Q1
HOPKINS EL	193	631	667	105	36	Q3	190	635	684	117	49	Q3
SOMERVILLE EL	47	633	670	68	37	Q3	47	606	652	73	46	Q4
LULING EL	192	592	623	75	31	Q4	196	592	634	64	43	Q4
ALTO EL	46	601	631	81	29	Q4	46	601	640	86	40	Q4
ROSEMONT ELEMENTARY	235	633	679	76	46	Q2	242	598	661	68	63	Q2
WEAVER EL	127	652	686	92	34	Q3	127	633	677	81	44	Q4
HEATHER GLEN EL	166	618	673	114	55	Q1	169	605	658	63	53	Q3
MCKENZIE EL	171	660	694	83	34	Q3	174	678	713	95	36	Q4
> BORMAN EL	82	620	670	92	50	Q1	85	598	672	105	74	Q1
GALE POND ALAMO EL	167	633	676	56	43	Q2	171	619	665	65	46	Q4
HUGHEY EL	174	629	662	97	33	Q4	175	621	697	90	76	Q1
CHESTER E JORDAN	145	626	667	75	41	Q2	143	632	701	141	69	Q1
A B DUNCAN EL	113	633	657	89	24	Q4	113	617	658	82	41	Q4
BEASLEY EL	106	621	658	63	37	Q3	106	583	639	54	56	Q2
AKIN EL	38	640	654	-	14	Q4	38	594	691	125	97	Q1
AUSTIN EL	50	566	644	101	78	Q1	50	581	636	83	56	Q2
TRAVIS EL	215	630	673	80	43	Q2	218	608	653	72	45	Q4
SUNDOWN EL	218	641	685	88	44	Q2	215	609	672	91	64	Q2
MILDRED JENKINS EL	220	619	673	110	54	Q1	219	614	663	71	49	Q3
CEDAR BROOK EL	150	605	647	73	41	Q2	113	572	652	89	80	Q1
TOM GREEN EL	58	628	642	46	14	Q4	90	576	644	72	68	Q1
WEBB EL	85	617	666	91	48	Q1	85	624	684	96	60	Q2
WILLOW BEND EL	142	634	678	84	44	Q2	140	623	676	99	53	Q3
ROOSEVELT EL	129	641	685	127	44	Q2	130	619	669	103	50	Q3
MARKHAM EL	52	583	640	79	58	Q1	52	567	603	55	36	Q4
CALK EL	115	630	678	118	48	Q1	115	601	670	107	69	Q1
YEAGER EL	105	625	664	95	38	Q3	102	598	648	73	49	Q3
OAK DALE EL	131	658	691	176	33	Q4	131	640	694	106	54	Q3
WINTERS EL	99	644	685	68	41	Q2	101	603	679	109	76	Q1
CHARLIE MARSHALL EL	324	635	676	82	41	Q2	326	637	669	73	32	Q4
SAN SABA EL	40	616	649	71	33	Q4	38	570	673	123	103	Q1
RICHLAND EL	95	619	648	57	29	Q4	94	565	623	74	58	Q2
WATAUGA EL	202	604	658	102	53	Q1	202	599	659	82	60	Q2
SOUTH HI MOUNT EL	154	621	678	109	57	Q1	153	613	667	83	54	Q3
WEST EL	73	592	633	82	41	Q2	74	569	630	93	62	Q2
PIONEER CROSSING EL	97	610	666	97	56	Q1	98	588	665	58	77	Q1
SMITH EL MAGNET	112	622	656	92	34	Q3	113	596	662	81	66	Q2
VIC ROBERTSON EL	103	618	659	81	40	Q3	114	603	661	99	57	Q2
Group Average	143	624	667	87	43	--	143	608	663	80	55	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Borman Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Borman Elementary School's Mission Statement

At Borman Elementary, we make it evident that learning for ALL is our core purpose to ensure future success.

Board Goals

Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

Borman Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	37	95	57	52	90	40		
3	AA	7	100	43	5	80	20		
3	Hispanic	16	100	69	33	88	45		
3	White	12	83	42	12	100	42		
3	Eco. Dis.	28	93	54	40	88	40		
3	SPED	3			3				
3	LEP C	9	100	78	18	100	33		
3	LEP M1								
3	LEP M2								
4	All	49	82	20	48	90	21		
4	AA	3			5	80	0		
4	Hispanic	30	77	20	31	90	23		
4	White	16	94	25	12	92	25		
4	Eco. Dis.	38	79	21	43	88	19		
4	SPED	3			2				
4	LEP C	18	72	17	19	84	11		
4	LEP M1								
4	LEP M2								
5	All	62	89	27	46	91	33		
5	AA	12	100	33	4				
5	Hispanic	25	84	8	24	88	33		
5	White	23	87	48	18	94	39		
5	Eco. Dis.	44	84	18	34	88	29		
5	SPED	5	100	0	2				
5	LEP C	18	78	6	11	82	9		
5	LEP M1								
5	LEP M2								

Borman Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	49	76	14	48	90	10		
4	AA	3			5	100	0		
4	Hispanic	31	68	16	31	90	13		
4	White	15	93	13	12	83	8		
4	Eco. Dis.	37	78	16	43	93	12		
4	SPED	4			2				
4	LEP C	17	65	6	19	89	11		
4	LEP M1								
4	LEP M2								

Borman Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	39	85	36	52	88	37		
3	AA	8	75	38	5	60	0		
3	Hispanic	16	94	50	33	91	42		
3	White	13	77	15	12	92	33		
3	Eco. Dis.	30	80	30	40	88	33		
3	SPED	5	60	40	3				
3	LEP C	9	89	44	18	89	44		
3	LEP M1								
3	LEP M2								
4	All	50	82	24	48	85	33		
4	AA	3			5	100	20		
4	Hispanic	31	71	19	31	87	39		
4	White	16	100	38	12	75	25		
4	Eco. Dis.	39	79	23	43	84	30		
4	SPED	4			2				
4	LEP C	18	72	17	19	79	26		
4	LEP M1								
4	LEP M2								
5	All	63	89	35	48	94	38		
5	AA	12	92	25	5	100	0		
5	Hispanic	26	88	27	25	92	40		
5	White	23	87	52	18	94	44		
5	Eco. Dis.	45	87	29	35	91	29		
5	SPED	5	100	0	4				
5	LEP C	19	84	16	11	91	27		
5	LEP M1								
5	LEP M2								

Borman Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	68	84	31	48	94	46		
5	AA	12	100	25	5	100	40		
5	Hispanic	31	74	19	25	96	40		
5	White	23	87	52	18	89	56		
5	Eco. Dis.	51	78	22	35	91	43		
5	SPED	5	100	0	4				
5	LEP C	23	61	9	11	91	18		
5	LEP M1								
5	LEP M2								

Borman Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Borman Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AEIS Indicators
- Denton ISD Website
- NCLB report
- Attendance Report
- Teacher Absence Report
- Class Rosters

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

Findings/Analysis

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

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

Strengths

- Good teacher-student ratios
- good representation of all groups in EXPO
- low enrollment

Needs

- increase enrollment

Summary of Needs

- Demographics Need 1
- Need 2
- Need 3

Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AWARE
- TELPAS reports
- TAKS tests
- District/Campus Assessments
- Report Cards
- ELI/SELI reports
- Retention Lists

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

Findings/Analysis

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

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

Strengths

- Team Data analysis are pre-scheduled
- Intervention groups
- Positive learning environment
- Implementation and alignment of TEKS

Needs

- Training on lesson design
- Teacher training on Common Assessments
- Critical thinking skills training
- commended rate targets for high performers

Summary of Needs

- Borman needs to continue to work on common assessments to improve our commended rate for students in all subjects. We will do this through lesson design training to build in some rigor in our instruction.

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Walkthroughs
- Parent survey
- Teacher Survey
- CLT feedback-minutes
- Student discipline referrals
- Personnel files

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

Findings/Analysis

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

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

Strengths

- Overall positive learning environment
- Good discipline support from office
- Effective mentoring programs for students
- Many performances and community involvment activities

Needs

- Vison needs to be re-established
- Teacher mentoring program

Summary of Needs

- A teacher mentoring program that provides consistnecy and aligned focus. The focus should be on isntruction and classroom management.

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- NCLB Report
- PLC documentation
- Data Days minutes and spreadsheets
- Mentor-mentee schedules
- Benchmarks Assessments

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

Findings/Analysis

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

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

Strengths

- Teacher's knowledge of data
- Interventions based on data
- School-wide positive environment
- Implementation and alignment of TEKS

Needs

- Common assessments training
- Lesson design training
- critical thinking skills training
- commended rate targets for high achievers

Summary of Needs

- Teachers need training on lesson design and delivery that is targeted on specific TEKS.
- High achieving students needs need to be assessed and targeted.

Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Benchmark spreadheets
- Scope and sequence
- Classworks
- Delivery and design (walkthroughs)

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

Findings/Analysis

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

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

Strengths

- Pre-scheduled data analysis days
- Interventions plannes based on data
- positive school climate
- Implementation and alignement of TEKS

Needs

- Classwork schedules need to be improved
- After school tutoring needs to be intentional
- Rigor needs to added to instruction
- Student mentors need training

Summary of Needs

- Rigor needs to improved to raise the commended rate at Borman.

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- CIS report
- Parent Survey
- Parent Attendance at school functions
- Demographic data
- Parent Volunteer hours
- Mentor hours

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

Findings/Analysis

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

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

Strengths

- Family Literacy Night
- Family Math Night
- Family Science Night
- Black History Program
- Cinco de Mayo Program
- Spring Carnival
- Large Mentor Program
- UNT After school program
- Robson Ranch volunteers

Needs

- more parents involved in decision-making

Summary of Needs

- Borman needs more parent participation in school activities.

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Teacher interviews (formal and informal)
- Parent interviews
- Parent surveys
- Master schedule
- Data days minutes
- Intervention action plans

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

Findings/Analysis

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

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

Strengths

- Intervention time is daily
- CLT membership
- Bilingual Dept. is supportive
- Positive school environment

Needs

- Intervention time needs to be tweaked

Summary of Needs

- Intervention times need to be more consistent,both during and afteschool.

Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Classroom technology needs form
- Professional development surveys
- Resource allocation forms
- Technology Policies and Procedures Campus Handbook

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

Findings/Analysis

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

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

Strengths

- Training avaialble to teachers
- Integration across curriculum
- Computer Lab scheduling options for teachers
-

Needs

- Technology Survey for teachers
- Technology training for parents
- Labs availabitiy for parents
- A way to determine proficiency of students

Summary of Needs

- Teacher survey feelings and needs about the technology that is avaialble to them and a way to measure the proficiency of both teacher and students.

Comprehensive Needs Assessment Summary of Priority Needs
Borman Elementary

Demographics:
Demographics Need 1
Need 2
Need 3

School Culture and Climate:
A teacher mentoring program that provides consistnecy and aligned focus. The focus should be on isntruction and classroom management.

Curriculum, Instruction and Assessment:
Rigor needs to improved to raise the commended rate at Borman.

School Content and Organization:
Intervention times need to be more consistent,both during and afteschool.

Student Achievement:
Borman needs to continue to work on common assessments to improve our commended rate for students in all subjects. We will do this through lesson design training to build in some rigor in our instruction.

Teacher Quality:
Teachers need training on lesson design and delivery that is targeted on specific TEKS.
High achieving students needs need to be assessed and targeted.

Family and Community Involvement:
Borman needs more parent participation in school activities.

Technology:
Teacher survey feelings and needs about the technology that is avaialble to them and a way to measure the proficiency of both teacher and students.

Board Summary
Campus Improvement Plans
2011-12

Borman Elementary School

Wildy Important Goals for 2011-12
WIG 1: 100% of Borman staff will be provided high quality, focused and sustained professional development opportunities that will enhance the rigor of classroom instruction by May 2012.
WIG 2: 100% of Borman teachers will utilize the PLC model to analyze data and develop and administer common assessments to enhance instruction in Reading, Writing, Math, and Science by May 2012.
WIG 3: Borman Elementary will develop and maintain favorable relationships with parents, businesses, industry representatives, and community groups as measured by parent and volunteer surveys by May 2012.

Campus Improvement Plan
Borman Elementary School

WIG 1

100% of Borman staff will be provided high quality, focused and sustained professional development opportunities that will enhance the rigor of classroom instruction by May 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue 3rd year implementation of PLC opportunities for grades Pre K thru 5 to increase knowledge of grade level curriculum, assessments, intervention, staff developments, and the ability to attend conferences. **Person(s) Responsible:** Gonzalez, R. Lloyd, B. Hart, K. Feldman, A. **Completion Date:** 08/22 /11 thru 05/31/ 12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum material Master Schedule Technology Staff Development $5,000	[X]	[ ]		Common assessment Staff surveys PLC minutes	PDAS ELI/SELI Standardized tests Common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus-wide Book Study using " Making Classroom Assessment Work" (3rd ed.) by Anne Davies. **Person(s) Responsible:** Gonzalez, R. Hart, K. Feldman, A. **Completion Date:** 09/12 /11 thru 05/31/ 12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Order books $1000 Staff Development	[X]	[ ]		PLC minutes Common assessments Agenda	PDAS Benchmarks End of year assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Science vertical PLC members will attend CAST (Conference for the Advancement of Science Teaching) in Dallas, Texas in November. **Person(s) Responsible:** Gonzalez, R. Lloyd, B. Feldman, A. Hart, K. **Completion Date:** 11/17-11/19 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Curriculum materials $1000 Educational Leave days Registration Sub Pay	[X]	[ ]		Attendance certificate Anchor Walks Lesson plans	PDAS	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teachers will attend Common Assessment training with Cassie Erkins as part of the Solution Tree continuum. **Person(s) Responsible:** Gonzalez, R. Lloyd, B. Hart, K. Feldman, A. **Completion Date:** 9/26-9/27 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Registration $3000 Travel Educational leave days Ongoing Staff Development	[X]	[ ]		Anchor Walks Attendance	PDAS	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
New teachers will attend " Building Professional Learning Communities" with the DuFours. **Person(s) Responsible:** Gonzalez, R. Lloyd, B. **Completion Date:** 09/26/11 - 09/27/11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Curriculum materials $4000 Registration Travel Educational leave days	[X]	[ ]		Attendance	PDAS	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Art teacher will attend (TAEA) Texas Art Education Association conference. **Person(s) Responsible:** Gonzalez, R. McLarty, Jennifer **Completion Date:** 11/9/11- 11/13/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum materials $2000 Registration travel	[X]	[ ]		Attendance Anchor Walks	PDAS	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Kindergarten and 1st grade team leaders will attend Spaces and Places Training with Debbie Diller. **Person(s) Responsible:** Gonzalez, R. LLoyd, Becky **Completion Date:** 10/07/2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Curriculum materials $500 Registration Travel Educational leave days	[X]	[ ]		Anchor Walks	PDAS	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reading Recovery will attend the Reading Recovery Conference in Dallas, Texas November 3-4. **Person(s) Responsible:** Gonzalez, R. Lloyd, B. Axtell, S. Mendoza, K. **Completion Date:** 11/3 - 11/4 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Registration $500 Educational leave days	[X]	[ ]		Anchor Walks Attendance	PDAS SELI/ELI	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will be able to attend the (TAGT) Texas Association for the Gifted and Talented conference on November 30- Dec. 2. **Person(s) Responsible:** Gonzalez, R. Lloyd, B. Classroom teachers **Completion Date:** 11/3/11 - 12/02/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Registration $500 Educational leave days	[X]	[ ]		Anchor Walk Attendance	PDAS	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Classroom teaches will have an opportunity to visit sisters schools (Pecan Creek, Wilson, and Hodge) to observe and collaborate with their peers. **Person(s) Responsible:** Gonzalez, R. Classroom teachers **Completion Date:** 09/12/11 - 05/31/12 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Educational leave days Substitute pay	[X]	[ ]		PLC minutes Attendance	PDAS Common assessment data	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will attend training at the Salesmanship Club, Page Keeley's "Uncovering Student Ideas in Science" **Person(s) Responsible:** Gonzalez, R. Hart, K. **Completion Date:** 12/002/11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Registration $250 Educational leave	[X]	[ ]		Attendance Anchor Walks	PDAS Common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Librarian will be sent to the Texas Librarian Association conference in Houston, Texas. **Person(s) Responsible:** Gonzalez, R. Downey, D. **Completion Date:** 4/17/12 - 4/19/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Registration $250	[X]	[ ]		Attendance	Lesson Plans	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Borman Elementary School

WIG 2

100% of Borman teachers will utilize the PLC model to analyze data and develop and administer common assessments to enhance instruction in Reading, Writing, Math, and Science by May 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Classroom teachers will continue to attend curriculum planning sessions with Sharon Betty and Katie Hart throughout the year **Person(s) Responsible:** Gonzalez, R. Lloyd, B. Hart, K. **Completion Date:** 08/22/11- 05/31/12 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum materials Staff development schedule Educational leave days Sub pay	[ ]	[ ]		Common assessment Staff attendance	PDAS Standardized tests Common Assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue implementation of a Science Specialist. **Person(s) Responsible:** Gonzalez, R. **Completion Date:** 08/11/11 - 05/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff development schedules Coaching logs $59,069	[ ]	[X]	1	Anchor Walks Training logs	End of year assessments CNA	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Targeted students will use Classworks for extra support during, and afterschool. **Person(s) Responsible:** Gonzalez, R. Lloyd, B. Hart, K. PLC Vertical Team **Completion Date:** 08/17 /10 thru 05/4/ 11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Computer Lab Classroom teachers' logs	[X]	[ ]		Attendance	PDAS End of year assessments	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Targeted students will use Study Island for extra support in Spanish, during and afterschool. **Person(s) Responsible:** Gonzalez, R. Lloyd, B. Hart, K. **Completion Date:** 09/12/2011-05/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Computer Lab Classroom teachers' logs Study Island	[X]	[ ]		Anchor Walks Lesson plans RTI data	PDAS End of year assessments	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide materials and opportunities to facilitate mastery of Science concepts (i.e. games, charts, field trips). **Person(s) Responsible:** Gonzalez R. Lloyd, B. Hart, K. **Completion Date:** 08/22/11 - 05/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum materials $5000	[X]	[ ]		Anchor Walks Attendance Lesson Plans	PDAS EOY assessments	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide 5th grade students an opportunity to attend a Science camp. **Person(s) Responsible:** Gonzalez, R. Lloyd, B. Hart, K. **Completion Date:** 04/02/11 - 04/03/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	PTA $1500 Campus budget $2500 Devon Energy $2600	[ ]	[ ]		Lesson plans	EOY assessments Student surveys Parent surveys	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide Science tutors and long term subs to support effective and timely additional assistance to support at-risk students. **Person(s) Responsible:** Gonzalez, R. Lloyd, B. Hart, K. **Completion Date:** 10/11/11 - 05/ 01/12 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum materials $5000 long term sub salary	[X]	[ ]		Anchor Walks Lesson Plans RTI data	PDAS Common assessments Enf of year assessments	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
New teachers will receive PLC training. **Person(s) Responsible:** Gonzalez, R. Lloyd, B. Feldman, A. Hart, K. **Completion Date:** 08/17/11 - 05/31/12 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff development Handouts	[X]	[ ]		PLC minutes, timelines, agendas, and data	Benchmarks, common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue with the implementation of the Reading, Math, and specialist. **Person(s) Responsible:** Gonzalez, R. **Completion Date:** 8/11/11 - 6/1/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Reading Specialist .5 -$33,881 Math Specialist .5- $33,881	[ ]	[X]	1	Anchor Walks Training logs	End of year assessments CNA	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide motivational speakers and materials for students and teachers to enhance a positive school climate and increase student achievment. **Person(s) Responsible:** Gonzalez, R. Lloyd, B. **Completion Date:** 08/17/11 - 05/04/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$1500 Use of Library	[X]	[ ]		Handouts Agenda	Parent survey Student surveys Teacher surveys	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement Spanish classes for parents and students in the evenin, once a month to ensure high quality education. **Person(s) Responsible:** Gonzalez, R. Spanish teacher **Completion Date:** 08/22/11 - 05/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Use of Library $1000 Materials and supplies Salary ($1500)	[X]	[ ]		Walkthroughs Lesson plasn	Parent surveys Teacher surveys Student surveys	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Reading, Math, Science, and Bilingual Vertical PLCs will meet once a month. **Person(s) Responsible:** Gonzalez, R. Classroom teachers **Completion Date:** 08/22/11 - 05/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	TEKS	[ ]	[ ]		Agendas PLC minutes Attendance	Benchmarks, Common Assessments, ELI/SELI	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue common language in reading, math, and writing (i.e. Write from the Beginning, Reader's Workshop, Guided Reading, Comprehension Toolkit, and Read to Write.) **Person(s) Responsible:** Gonzalez, R. Feldman, A. Hart, K. **Completion Date:** 08/22/11 - 05/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff development Comprehesnion toolkits Curriculum materials	[X]	[ ]		Anchor Walks Lesson plans	End of year assessments SRI. ELI/SELI	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all teachers have a good understanding of the students' learning targets by having half day "Data Days." **Person(s) Responsible:** Gonzalez, R. Classroom teachers **Completion Date:** 08/31/11 - 05/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Educational leave days $1000 Substitute pay	[X]	[ ]		Meeting agenda and minutes	Common assessments Benchmarks	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus wide books studies will be conducted throughout the year. **Person(s) Responsible:** Gonzalez, R. Classroom teachers **Completion Date:** 12/14/11 - 05/31/12 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Books $2500	[X]	[ ]		PLC minutes Teacher projects	Student achievement Lesson plans	[X] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
4th grade teachers will analyze all student Writing papers from previous year to improve student writing. **Person(s) Responsible:** Feldman, A. Writing team **Completion Date:** 10/11/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Writing samples	[ ]	[ ]		Data derived from student work	Writing portfolios	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide reading and math tutors and long term subs to support effective interventions and timely assistance throughout the year. **Person(s) Responsible:** Gonzalez, R. Classroom teachers **Completion Date:** 09/12/11 - 05/31/12 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Master schedule $5000 Sub pay	[X]	[ ]		Lesson plans Anchor Walks	Common assessments Benchmarks	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to provide reading and math materials to support instruction. **Person(s) Responsible:** Gonzalez, R. Feldman, A. **Completion Date:** 08/22/11 - 05/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum materials Technology	[X]	[ ]		Lesson plans Anchor Walks	Common assessments End of year assessments	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue implementation of Reading Recovery teacher support for Literacy groups. **Person(s) Responsible:** Gonzalez, R. Axtell, S. **Completion Date:** 8/11/11 - 05/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classrooms $28,527 Schedules	[ ]	[X]	.5	K-2 Literacy groups PDAS	Common assessments End of year assessments	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Borman Elementary School

WIG 3

Borman Elementary will develop and maintain favorable relationships with parents, businesses, industry representatives, and community groups as measured by parent and volunteer surveys by May 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Grandparents in Public schools will mentor students on Thursdays from 10:00 am - 11:00 am. **Person(s) Responsible:** Gonzalez, R. Kim, C. **Completion Date:** 10/31/11 - 05/31/12 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Bus transportation Community in Schools Use of library	[ ]	[ ]		Classroom schedules Mentor schedules	Student survey Mentee surveys	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Foster grandparents from Denton State School will read to kindergarten and first grade students Mondays- Thursdays. **Person(s) Responsible:** Gonzalez, R. Couch, M. **Completion Date:** 9/21/11 - 05/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Use of Library Lunch for grandparents	[ ]	[ ]		Classroom schedules Mentor schedules	Student surveys Mentee surveys	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct family and student activities in Math (Fun Family Math Night) to encourage interest in Math. **Person(s) Responsible:** Gonzalez, R. Feldman, A. Math Vertical team **Completion Date:** 9/22/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum materials $1000 Technology food	[X]	[ ]		Attendance	Parent Surveys Student Surveys Teacher Surveys	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Conduct family and student activities in reading (Fun Familiy Literacy Night) to encourage interest in reading. **Person(s) Responsible:** Gonzalez, R. Feldman, A. Reading Vertical team **Completion Date:** 11/11/11 and 12/15/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum materials $1000 Technology Food	[X]	[ ]		Attendance	Parent Surveys Teacher Surveys Student Surveys	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct family and student activities (Fun Family Science Night) in Science to encourage interest in Science. **Person(s) Responsible:** Gonzalez, R. Hart, K. Vertical Science team **Completion Date:** 10/27/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum materials $1000 Technology Food	[X]	[ ]		Attendance	Parent surveys Teacher surveys	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Field Day supported by volunteers from Devon Energy. **Person(s) Responsible:** Gonzalez, R. Luskey, T. Crane, A. (CIS) **Completion Date:** 05/25/12 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Field day T-shirt provided by Devon Devon volunteers Bottle water purchased by Devon	[ ]	[ ]		Attendance	Parent survey Student survey	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Annual Spring Carnival supported by Devon energy volunteers. **Person(s) Responsible:** Gonzalez, R. Luskey, T. Crane, A. (CIS) **Completion Date:** 05/18/2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Devon volunteers Bottled water provided by Devon	[X]	[ ]		Attendance	Parent survey	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Spanish classes taught for students and parents in the evenings throughout the year. **Person(s) Responsible:** Gonzalez, R. Spanish teacher **Completion Date:** 8/31/11 - 05/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Educational leave days $1000 Substitute pay	[X]	[ ]		Agenda Meeting minutes	PDAS Common assessments Benchmarks	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Two campus wide book studies will be conducted throughout the year. **Person(s) Responsible:** Gonzalez, R. Classroom teachers **Completion Date:** 0912/11 - 05/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Spansih teacher salary $2000 Textbooks	[X]	[ ]		Teacher responses and projects	Studnet achievment in the classroom	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
English as a secong language classes for parents are taught afterschool. **Person(s) Responsible:** Gonzalez, R. Crane, A. **Completion Date:** 10/06/11 - 05/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classrooms	[ ]	[ ]		Attendance	Parent surveys	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Pre-kindergarten students will visit kindergarten classrooms twice in the Spring. **Person(s) Responsible:** Gonzalez, R. Pre-K teacher Kindergarten teachers **Completion Date:** 04/01/12 - 05/31/12 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom schedules	[ ]	[ ]		Lesson plans PDAS	Parent survey Teacher survey	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Pre-kindergarten parent meeting with Kindergarten teachers will be held in the Spring. **Person(s) Responsible:** Gonzalez, R. Pre-K teacher Kindergarten teachers **Completion Date:** 04/10/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Library Food Technology	[X]	[ ]		Agenda	Parent survey Teacher survey	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Fund the Community in Schools Program **Person(s) Responsible:** Gonzalez, R. **Completion Date:** 8/11/11 - 06/01/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Title ($6000)	[ ]	[X]	.5	Schedules Case load	End of Year Report Needs Assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Borman Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs
including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region Xl workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Heather Sampson-Day
2) Classroom Teacher	Debbie Smith
3) Classroom Teacher	Lily Estrada
4) Classroom Teacher	Kelli Lorne
5) Classroom Teacher	Amy Atchley
6) Classroom Teacher	Courtney Morgan
7) Campus-based Nonteaching Professional	Connie Kim
8) Campus-based Paraprofessional and Operations Staff	Rosie Bernal
9) District-level Professional	Teresa Taylor
10) Parent	Marisela Cardona
11) Parent	Alicia Palomo
12) Community Member	Vanna Ingram
13) Community Member	Elia Bustos
14) Business Representative	Taylor Luskey
15) Business Representative	Gabino Guerrero

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	9/13/2011	3:30 pm	D-405
2	9/28/2011	3:30 pm	D-405
3	10/26/2011	3:30 pm	D-405
4	11/30/2011	3:30 pm	D-405
5	01/25/12	3:30 pm	D-405
6	2/22/2012	3:30 pm	D-405
7	04/18/2012	3:30 pm	D-405
8	05/23/2012	3:30 pm	D-405

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: CROSS OAKS EL

Campus #: 061901125

2011 Accountability Rating: Recognized

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	94%	96%	> 99%	87%	> 99%	*	*	*	*	*	91%	*
	2010	92%	97%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	88%	93%	91%	96%	> 99%	93%	96%	*	*	*	*	*	91%	*
	2010	87%	93%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	83%	91%	88%	92%	> 99%	80%	96%	*	*	*	*	*	83%	*
	2010	84%	92%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	91%	85%	79%	73%	92%	*	*	*	*	75%	87%	*
	2010	86%	91%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	89%	94%	92%	88%	86%	> 99%	85%	*	*	*	*	88%	83%	*
	2010	89%	92%	-	*	*	*	*	*	*	*	*	*	*	*
Writing	2011	91%	94%	94%	92%	93%	82%	96%	*	*	*	*	75%	91%	*
	2010	92%	93%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	78%	86%	83%	73%	64%	73%	77%	*	*	*	*	50%	65%	*
	2010	78%	83%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	93%	91%	80%	89%	> 99%	*	*	*	*	80%	> 99%	*
	2010	86%	91%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	86%	92%	91%	93%	93%	89%	95%	*	*	*	*	> 99%	94%	*
	2010	86%	92%	-	*	*	*	*	*	*	*	*	*	*	*
Science	2011	86%	92%	94%	82%	73%	78%	90%	*	*	*	*	> 99%	82%	*
	2010	87%	90%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	76%	85%	85%	78%	67%	67%	90%	*	*	*	*	80%	76%	*
	2010	75%	82%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	94%	93%	92%	86%	97%	*	*	*	*	88%	92%	73%
	2010	90%	93%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
Mathematics	2011	84%	88%	94%	95%	95%	97%	93%	*	*	*	*	94%	90%	> 99%
	2010	84%	88%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
Writing	2011	92%	94%	94%	92%	93%	82%	96%	*	*	*	*	75%	91%	*
	2010	93%	95%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
Science	2011	83%	84%	94%	82%	73%	78%	90%	*	*	*	*	> 99%	82%	*
	2010	82%	86%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
All Tests	2011	76%	81%	89%	83%	76%	77%	88%	*	*	*	*	76%	76%	55%
	2010	76%	81%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	47%	39%	22%	37%	44%	*	*	*	*	18%	30%	18%
	2010	32%	38%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	29%	32%	43%	39%	22%	31%	52%	*	*	*	*	24%	32%	18%
	2010	28%	31%	-	*	*	*	*	*	*	*	*	*	*	*
Writing	2011	31%	39%	32%	8%	< 1%	< 1%	16%	*	*	*	*	< 1%	5%	*
	2010	32%	36%	-	*	*	*	*	*	*	*	*	*	*	*
Science	2011	30%	33%	54%	27%	20%	22%	35%	*	*	*	*	20%	24%	*
	2010	28%	30%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	16%	19%	25%	20%	11%	17%	25%	*	*	*	*	6%	13%	< 1%
	2010	15%	17%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
	2010	85%	88%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	77%	83%	> 99%	89%	*	*	80%	*	*	*	*	89%	*	*
	2010	75%	79%	-	*	*	*	*	*	*	*	*	*	*	*
Writing	2011	80%	88%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	-	*	*	*	*	*	*	*	*	*	*	*
Science	2011	60%	60%	67%	*	*	*	*	*	*	*	*	*	*	*
	2010	58%	58%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	83%	90%	*	*	83%	*	*	*	*	90%	*	*
	2010	64%	69%	-	*	*	*	*	*	*	*	*	*	*	*
2011 TAKS Participation (Grades 3-11)															
Tested		98.6%	99.2%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	100.0%
By Test Version															
TAKS (1 or more)		91.0%	91.6%	93.0%	91.7%	97.4%	88.9%	89.5%	*	*	-	-	23.5%	95.4%	90.9%
Not on TAKS		7.6%	7.6%	6.9%	8.3%	2.6%	11.1%	10.5%	*	*	-	-	76.5%	4.6%	9.1%
TAKS(Acc) Only		2.4%	2.1%	1.8%	1.9%	0.0%	2.8%	2.6%	*	*	-	-	17.6%	0.0%	0.0%
TAKS-M Only		3.1%	3.4%	2.0%	2.6%	0.0%	2.8%	3.9%	*	*	-	-	23.5%	3.1%	0.0%
TAKS-Alt Only		0.9%	0.7%	1.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Combination		1.3%	1.4%	1.2%	3.8%	2.6%	5.6%	3.9%	*	*	-	-	35.3%	1.5%	9.1%
By Acct Status															
Acct System		94.0%	95.7%	93.7%	96.2%	97.4%	97.2%	96.1%	*	*	-	-	100.0%	96.9%	100.0%
Non-Acct System		4.6%	3.5%	5.9%	3.8%	2.6%	2.8%	3.9%	*	*	-	-	0.0%	3.1%	0.0%
Mobile		4.6%	3.5%	5.9%	3.8%	2.6%	2.8%	3.9%	*	*	-	-	0.0%	3.1%	0.0%
Non-Acct Test		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Not Tested		1.4%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Absent		0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
LEP Exempt		0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Other		0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Total Count		3,231,780	15,537	279	156	38	36	76	2	4	0	0	17	65	11

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	51%	57%	*	*	*	*	*	*	*	*	*	*
	2010	50%	53%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	43%	54%	64%	75%	*	*	*	*	*	*	*	80%	*
	2010	45%	52%	-	*	*	*	*	*	*	*	*	*	*	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	95	101	*	*	*	*	*	*	*	*	*	*
	2010	86	90	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	66	95	77	91	*	*	*	*	*	*	*	100	*
	2010	70	77	-	*	*	*	*	*	*	*	*	*	*	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	8%	9%	20%	11%	< 1%	*	*	*	*	20%	< 1%	*
	2010	15%	10%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	97%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	92%	96%	-	*	*	*	*	*	*	*	*	*	*	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	9%	7%	7%	11%	5%	*	*	*	*	< 1%	6%	*
	2010	14%	9%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	95%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	92%	95%	-	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Indicator															
2010-11		80%	86%	95%	94%	*	93%	*	*	*	*	*	*	> 99%	91%
2009-10		79%	85%	-	*	*	*	*	*	*	*	*	*	*	*

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		418	100.0%	23,626	23,832	4,912,385
Students By Grade:	Early Childhood Education	20	4.8%	0.4%	0.4%	0.3%
	Pre-Kindergarten	44	10.5%	4.0%	3.0%	4.5%
	Kindergarten	70	16.7%	15.3%	8.5%	7.6%
	Grade 1	72	17.2%	15.9%	8.5%	7.9%
	Grade 2	57	13.6%	15.1%	8.8%	7.7%
	Grade 3	54	12.9%	16.3%	8.5%	7.6%
	Grade 4	55	13.2%	17.4%	7.9%	7.6%
	Grade 5	46	11.0%	13.0%	7.9%	7.6%
	Grade 6	0	0.0%	2.5%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.0%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	75	17.9%	12.7%	11.6%	12.9%
	Hispanic	94	22.5%	22.4%	30.8%	50.3%
	White	235	56.2%	56.2%	52.9%	31.2%
	Native American	2	0.5%	0.8%	0.9%	0.5%
	Asian	8	1.9%	4.4%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.2%	0.1%	0.1%
	Two or More Races	4	1.0%	3.3%	1.2%	1.6%
Economically Disadvantaged		177	42.3%	37.0%	41.5%	59.2%
Limited English Proficient (LEP)		24	5.7%	6.1%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		0	-	0.2%	1.3%	1.9%
At-Risk		93	22.2%	27.8%	35.1%	46.3%
Mobility (2009-10)		-	-	14.5%	17.1%	18.2%
Number of Students per Teacher		13.9	n/a	15.7	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	-	3.4%	2.1%	2.3%	-	9.3%	14.3%	10.7%
Grade 1	-	3.1%	1.5%	4.7%	-	5.5%	8.5%	8.9%
Grade 2	-	1.2%	0.8%	2.8%	-	3.0%	3.8%	4.1%
Grade 3	-	1.0%	1.1%	2.0%	-	1.5%	1.4%	1.8%
Grade 4	-	0.6%	0.1%	1.1%	-	1.0%	0.4%	0.9%
Grade 5	-	1.2%	0.4%	1.3%	-	0.9%	2.0%	1.3%
Grade 6	-	0.2%	0.1%	0.7%	-	0.0%	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	17.5	20.0	18.8	19.0
	Grade 1	18.0	19.5	18.9	18.9
	Grade 2	19.0	19.2	18.8	18.8
	Grade 3	17.7	18.5	19.1	18.8
	Grade 4	18.3	19.2	20.3	19.0
	Grade 5	23.0	21.3	21.9	21.4
	Grade 6	-	19.6	20.9	20.7
	Mixed Grades	10.5	23.1	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	41.7	100.0%	100.0%	100.0%	100.0%
Professional Staff:	36.1	86.6%	86.4%	72.3%	63.4%
Teachers	30.1	72.2%	73.4%	56.2%	50.5%
Professional Support	5.0	11.9%	9.0%	12.8%	9.0%
Campus Admin. (School Leader.)	1.0	2.4%	4.0%	2.7%	2.8%
Educational Aides:	5.6	13.4%	13.6%	7.9%	9.5%
Total Minority Staff:	3.5	8.4%	12.0%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	1.0	3.3%	4.0%	6.5%	9.3%
Hispanic	1.0	3.4%	5.0%	11.7%	23.7%
White	28.1	93.3%	88.6%	78.4%	63.9%
American Indian	0.0	0.0%	0.4%	0.8%	0.4%
Asian	0.0	0.0%	0.7%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.3%	2.1%	1.3%
Males	2.0	6.6%	5.2%	24.0%	23.2%
Females	28.1	93.4%	94.8%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	6.0	19.9%	4.1%	4.8%	6.0%
1-5 Years Experience	9.0	29.9%	28.5%	31.8%	30.0%
6-10 Years Experience	9.0	29.9%	23.8%	22.7%	21.1%
11-20 Years Experience	5.7	18.8%	27.5%	25.5%	25.0%
0ver 20 Years Experience	0.5	1.5%	16.2%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	7.3 yrs.	11.4 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	3.7 yrs.	7.8 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,600	$42,563	$45,521	$41,272
1-5 Years Experience	$47,300	$44,348	$47,448	$44,013
6-10 Years Experience	$48,549	$46,619	$48,287	$46,604
11-20 Years Experience	$51,064	$49,758	$51,852	$50,476
Over 20 Years Experience	$65,079	$58,684	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$48,511	$48,625	$51,120	$48,638
Professional Support	$53,227	$52,566	$55,177	$57,045
Campus Administration (School Leadership)	$77,875	$69,795	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	0.5	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$97,360	100.0%	-	$97,360	100.0%	-	$135,644,197	100.0%	$5,955
Instruction (11,95)	$139	0.1%	-	$139	0.1%	-	$101,350,788	74.7%	$4,450
Instructional-Related Services (12,13)	$2,911	3.0%	-	$2,911	3.0%	-	$4,823,018	3.6%	$212
Instructional Leadership (21)	$0	0.0%	-	$0	0.0%	-	$1,803,003	1.3%	$79
School Leadership (23)	$94,310	96.9%	-	$94,310	96.9%	-	$9,148,630	6.7%	$402
Support Services-Student (31,32,33)	$0	0.0%	-	$0	0.0%	-	$6,826,553	5.0%	$300
Other Campus Costs (35,36,51,52,53)	$0	0.0%	-	$0	0.0%	-	$11,692,205	8.6%	$513
By Program:									
Total Operating Expenditures	$0	0.0%	-	$0	0.0%	-	$122,939,896	100.0%	$5,397
Bilingual/ESL Education (25)	$0	0.0%	-	$0	0.0%	-	$1,400,729	1.1%	$61
Career & Technical Education (22)	$0	0.0%	-	$0	0.0%	-	$1,156	0.0%	$0
Accelerated Education (24,30)	$0	0.0%	-	$0	0.0%	-	$7,581,771	6.2%	$333
Gifted & Talented Education (21)	$0	0.0%	-	$0	0.0%	-	$2,046,652	1.7%	$90
Regular Education (11)	$0	0.0%	-	$0	0.0%	-	$92,760,055	75.5%	$4,072
Special Education (23)	$0	0.0%	-	$0	0.0%	-	$19,118,693	15.6%	$839
Athletics/Related Activities (91)	$0	0.0%	-	$0	0.0%	-	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	-	$0	0.0%	-	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	-	$0	0.0%	-	$30,840	0.0%	$1

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	24	5.7%	6.1%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	7	1.7%	5.6%	8.7%	7.7%
Special Education	52	12.4%	8.8%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	1.7	5.5%	1.0%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.6%	4.0%
Compensatory Education	1.0	3.3%	3.2%	5.0%	2.9%
Gifted & Talented Education	1.0	3.3%	1.0%	1.7%	1.9%
Regular Education	22.0	73.0%	86.9%	68.0%	73.4%
Special Education	4.5	14.8%	7.9%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Econ	% Hispanic	% Afr_Amer	% Mobility	% LEP
001908101		WESTWOOD EL	WESTWOOD ISD	55.4	64.1	19.5	19.5	17.1	4.9
008901102		O'BRYANT INT	BELLVILLE ISD	55.9	45.3	28.6	12.2	11.6	9.0
020905107		ELISABET NEY EL	BRAZOSPORT ISD	56.1	53.8	32.8	7.2	12.3	2.3
020908102		C J HARRIS EL	PEARLAND ISD	55.3	27.1	23.8	13.2	12.0	5.8
043902101		JOE K BRYANT EL	ANNA ISD	56.1	43.3	26.2	9.9	13.7	11.3
043905130		SONNTAG EL	FRISCO ISD	55.4	15.7	16.4	17.6	9.2 **	4.5
043907121		GARY AND BOBBYE JACK MIN	MCKINNEY ISD	55.7	23.8	15.8	17.3	7.9	6.4
043907123		JESSE MCGOWEN EL	MCKINNEY ISD	56.5	16.7	19.4	12.6	9.1	6.2
043914109		DON WHITT EL	WYLIE ISD	55.6	14.6	10.1	16.0	11.2	11.9
050910101		FAIRVIEW/MISS JEWELL EL	COPPERAS COVE ISD	57.2	63.9	18.4	16.1	25.8	4.8
061901120		PALOMA CREEK EL	DENTON ISD	55.8	33.6	17.7	23.5	19.1	7.7
061901125	>	CROSS OAKS EL	DENTON ISD	56.2	42.3	22.5	17.9	17.1 **	5.7
061902124		PARKWAY EL	LEWISVILLE ISD	55.6	27.7	28.8	5.8	10.4	8.5
061902127		VALLEY RIDGE EL	LEWISVILLE ISD	55.0	23.1	23.2	11.1	9.0	7.0
061902132		HOMESTEAD ELEMENTARY	LEWISVILLE ISD	57.0	16.0	17.3	7.0	10.3	9.0
061911113		J LYNDAL HUGHES EL	NORTHWEST ISD	57.1	28.3	21.9	10.7	9.0	10.3
079901110		HUGGINS EL	LAMAR CISD	56.1	26.1	27.6	13.4	10.9	9.4
084910119		WEDGEWOOD EL	CLEAR CREEK ISD	57.0	42.9	25.6	10.9	12.5	5.6
094902111		NORMA J PASCHAL EL	SCHERTZ-CIBOLO-U CITY IS	57.1	15.9	30.0	6.3	10.1	0.6
101907115		MOORE ELEMENTARY	CYPRESS-FAIRBANKS ISD	55.6	22.9	20.3	7.2	13.7	6.1
101913121		EAGLE SPRINGS EL	HUMBLE ISD	55.6	15.9	24.7	12.5	10.5	5.4
101913126		ATASCOCITA SPRINGS EL	HUMBLE ISD	55.1	17.7	25.5	13.4	12.8 **	9.3
116903104		ALBERT C WILLIAMS EL	COMMERCE ISD	56.7	67.9	18.2	17.6	15.4	8.9
123910105		CURTIS EL	BEAUMONT ISD	55.0	32.2	13.9	21.0	12.3	1.8
126902110		ANN BROCK EL AT OAK GROV	BURLESON ISD	55.7	54.3	27.2	13.4	19.6	5.2
129902106		CROSBY ELEMENTARY	FORNEY ISD	55.4	34.1	22.0	18.0	13.4	5.1
129902109		MARGARET TAYLOR SMITH EL	FORNEY ISD	57.1	47.0	22.2	16.3	13.1	4.4
161903107		CASTLEMAN CREEK EL	MIDWAY ISD	56.7	42.0	22.8	13.8	16.4	6.1
165901128		GREATHOUSE EL	MIDLAND ISD	57.3	28.9	30.5	7.0	19.3	1.0
170902113		HAILEY EL	CONROE ISD	57.3	39.5	24.6	8.5	15.0	7.1
188901135		WOLFLIN EL	AMARILLO ISD	56.2	58.8	26.8	8.9	21.0	4.9
212905117		RICE EL	TYLER ISD	56.8	34.4	12.2	19.4	16.7	7.7
220902117		FOSTER VILLAGE EL	BIRDVILLE ISD	56.5	60.0	25.9	9.6	11.7	8.2
220908118		MARY JO SHEPPARD EL	MANSFIELD ISD	56.9	34.8	22.0	12.3	14.1	8.4
220912101		BESS RACE EL	CROWLEY ISD	56.4	46.9	17.4	16.0	19.4	4.9
220916115		HURST HILLS EL	HURST-EULESS-BEDFORD ISD	55.9	34.4	18.1	14.0	18.5	8.5
220916121		SPRING GARDEN EL	HURST-EULESS-BEDFORD ISD	55.1	44.3	22.4	13.5	18.3	6.8
221901112		JACKSON EL	ABILENE ISD	55.2	56.2	31.3	7.0	16.1	2.0
221901150		WARD EL	ABILENE ISD	55.1	44.7	22.8	12.3	20.6	5.1
243905118		JEFFERSON EL	WICHITA FALLS ISD	55.2	53.0	24.7	9.9	13.1	4.7
243905121		MILAM EL	WICHITA FALLS ISD	57.3	58.2	24.3	9.7	15.6	1.1
		Group Average		56.2	37.0	22.4	12.7	14.5	6.1

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading						Mathematics					
	(1)	(2)	(3)	(4)	(5)	(6)	(1)	(2)	(3)	(4)	(5)	(6)
Campus Name	Number Matched Students	2010 Avg Scale Score	2011 Avg Scale Score	2010 Failer Avg VSG	2011 Avg VSG	2011 Quar-tile	Number Matched Students	2010 Avg Scale Score	2011 Avg Scale Score	2010 Failer Avg VSG	2011 Avg VSG	2011 Quar-tile
WESTWOOD EL	334	653	684	72	30	Q4	332	628	660	57	32	Q4
O'BRYANT INT	216	669	692	74	23	Q4	216	653	700	83	47	Q3
ELISABET NEY EL	82	653	699	159	46	Q2	83	581	683	130	102	Q1
C J HARRIS EL	126	683	675	108	-7	Q4	123	659	707	126	48	Q3
JOE K BRYANT EL	155	646	682	108	35	Q3	154	642	685	74	43	Q4
SONNTAG EL	126	652	706	104	54	Q1	126	634	692	102	58	Q2
GARY AND BOBBYE JACK	161	678	711	80	33	Q4	165	650	703	108	53	Q3
JESSE MCGOWEN EL	197	693	717	89	24	Q4	200	680	719	61	40	Q4
DON WHITT EL	75	678	719	57	41	Q2	76	637	717	168	80	Q1
FAIRVIEW/MISS JEWELL	178	626	668	104	42	Q2	176	605	663	98	58	Q2
PALOMA CREEK EL	135	662	709	94	47	Q1	134	627	699	101	72	Q1
> CROSS OAKS EL	82	645	682	101	38	Q3	81	617	680	77	63	Q2
PARKWAY EL	149	666	712	112	46	Q2	149	639	681	56	41	Q4
VALLEY RIDGE EL	203	676	721	152	44	Q2	205	644	708	100	64	Q2
HOMESTEAD ELEMENTARY	170	674	708	95	34	Q4	170	656	698	80	42	Q4
J LYNDAL HUGHES EL	161	665	700	75	35	Q3	162	655	695	97	40	Q4
HUGGINS EL	141	682	717	104	35	Q3	142	637	684	86	48	Q3
WEDGEWOOD EL	231	675	714	173	39	Q3	234	647	707	103	60	Q2
NORMA J PASCHAL EL	147	667	676	75	9	Q4	147	615	667	99	52	Q3
MOORE ELEMENTARY	285	685	730	109	45	Q2	286	675	751	112	76	Q1
EAGLE SPRINGS EL	175	674	729	128	55	Q1	174	658	727	93	69	Q1
ATASCOCITA SPRINGS E	188	657	713	122	56	Q1	187	638	706	89	68	Q1
ALBERT C WILLIAMS EL	193	613	666	89	54	Q1	193	597	649	57	53	Q3
CURTIS EL	133	686	711	-11	25	Q4	132	648	715	66	67	Q1
ANN BROCK EL AT OAK	160	627	664	62	37	Q3	158	580	642	72	62	Q2
CROSBY ELEMENTARY	133	689	734	139	44	Q2	133	672	714	102	42	Q4
MARGARET TAYLOR SMIT	167	683	723	102	41	Q2	169	662	708	69	46	Q3
CASTLEMAN CREEK EL	98	667	661	67	-7	Q4	98	636	658	102	22	Q4
GREATHOUSE EL	272	668	718	98	50	Q1	273	662	723	83	61	Q2
HAILEY EL	130	682	684	161	2	Q4	130	619	688	102	69	Q1
WOLFLIN EL	88	659	696	-2	37	Q3	88	616	659	88	43	Q4
RICE EL	249	674	716	70	43	Q2	251	636	694	89	58	Q2
FOSTER VILLAGE EL	143	651	692	111	42	Q2	144	619	671	55	52	Q3
MARY JO SHEPPARD EL	129	668	703	60	35	Q3	132	624	705	110	82	Q1
BESS RACE EL	104	616	667	95	50	Q1	106	577	650	107	73	Q1
HURST HILLS EL	191	682	745	106	63	Q1	191	673	734	101	61	Q2
SPRING GARDEN EL	229	676	733	60	57	Q1	233	658	711	72	53	Q3
JACKSON EL	166	660	697	94	38	Q3	165	648	689	102	41	Q4
WARD EL	152	649	698	74	49	Q1	153	623	685	61	62	Q2
JEFFERSON EL	161	667	704	61	36	Q3	159	646	698	79	52	Q3
MILAM EL	170	649	695	92	47	Q1	168	637	694	107	57	Q2
Group Average	163	665	703	89	39	--	164	640	695	84	55	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Cross Oaks Elementary

Denton ISD

Mission Statement

Denton ISD's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Cross Oaks Elementary's Mission Statement

We empower individuals to learn and grow.

Board Goals

Denton ISD's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

Cross Oaks Elementary Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All				55	95	49		
3	AA				9	100	44		
3	Hispanic				15	87	40		
3	White				26	100	50		
3	Eco. Dis.				24	92	33		
3	SPED				4				
3	LEP C				4				
3	LEP M1								
3	LEP M2								
4	All				51	82	37		
4	AA				14	79	7		
4	Hispanic				11	64	45		
4	White				25	92	48		
4	Eco. Dis.				22	82	32		
4	SPED				4				
4	LEP C				4				
4	LEP M1								
4	LEP M2								
5	All				43	100	33		
5	AA				15	100	20		
5	Hispanic				8	100	25		
5	White				20	100	45		
5	Eco. Dis.				16	100	25		
5	SPED				2				
5	LEP C				3				
5	LEP M1								
5	LEP M2								

Cross Oaks Elementary Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All				50	92	10		
4	AA				14	93	0		
4	Hispanic				11	82	0		
4	White				24	96	21		
4	Eco. Dis.				21	90	5		
4	SPED				4				
4	LEP C				4				
4	LEP M1								
4	LEP M2								

Cross Oaks Elementary Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All				55	96	44		
3	AA				9	100	33		
3	Hispanic				15	93	40		
3	White				26	96	50		
3	Eco. Dis.				24	92	33		
3	SPED				4				
3	LEP C				4				
3	LEP M1								
3	LEP M2								
4	All				51	90	35		
4	AA				14	86	7		
4	Hispanic				10	100	30		
4	White				26	88	54		
4	Eco. Dis.				22	86	27		
4	SPED				4				
4	LEP C				3				
4	LEP M1								
4	LEP M2								
5	All				41	100	41		
5	AA				14	100	29		
5	Hispanic				8	100	13		
5	White				19	100	63		
5	Eco. Dis.				16	100	31		
5	SPED				0				
5	LEP C				3				
5	LEP M1								
5	LEP M2								

Cross Oaks Elementary Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All				43	81	26		
5	AA				14	71	14		
5	Hispanic				9	78	22		
5	White				20	90	35		
5	Eco. Dis.				17	82	24		
5	SPED				4				
5	LEP C				3				
5	LEP M1								
5	LEP M2								

Cross Oaks Elementary Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Cross Oaks Elementary conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AWARE

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

Findings/Analysis

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

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

Strengths

- Special education referral process is functioning well
-

Needs

- High proportion of Hispanic males in special education.
- Staff demographic does not mirror student demographic

Summary of Needs

- Examine staffing procedures to attempt to diversify the staff.
- Review RtI process in regards to interventions and procedures.

Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Staff survey
- Kathy Richardson assessment data
- ELI data
- TAKS Return 2011
- Denton ISD benchmark data

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

Findings/Analysis

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

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

Strengths

- Staff has time and ability to disaggregate data (AWARE)
- Intervention groups organized based on data
- 100% ESL/LEP students passed Math TAKS
- Most areas of TAKS accountability in exemplary range.

Needs

- Kathy Richardson results not available in AWARE
- Primary grade teachers sometimes focus only on whole group numbers
- Low commended rate among all groups in Writing TAKS
- Low passing rate among all subgroups in Science TAKS
- 64% ESL/LEP students passed Reading TAKS
- Low ELI passing rates for incoming 3rd graders in all subgroups
- 62% of surveyed staff stated some students are not benefiting from intervention

Summary of Needs

- Examine reading intervention at grades K-2.
- Increase awareness at all grade levels of campus subgroups and their impact.
- Insure all grade levels are consistent and diligent regarding intervention time.
- Examine Tier 1 interventions across all grade levels.
- Re-assess math intervention across all grade levels.

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Staff survey
- Student survey
- Teacher interviews
- Student interviews
- Discipline referrals

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

Findings/Analysis

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

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

Strengths

- 90% of students and 100% of staff had neutral or positive attitudes towards Cross Oaks
- Staff are happy to be here
- Physical agression referrals decline with age
- 93% of students and 100% of staff feel safe most of the time
-

Needs

- 10% of students had poor attitudes towards Cross Oaks
- 12% of students did not feel comfortable asking their teacher for help
- Most referrals stem from transitional time
- Concerns about bullying are present
- Link between student conferences and RtI

Summary of Needs

- Develop a means of monitoring correlation between overall climate and bullying.
- Develop a campus wide behavior management system to provide organizational consistency.
- Examine ways to connect and support students to foster a sense of belonging.

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Staff survey
- Absence from duty forms

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

Findings/Analysis

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

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

Strengths

- Effective feedback on job performance
- Variety of staff development
-

Needs

- Follow-up on professional development
- Focused goal for the variety of staff development (cohesion)
- High staff absence rate (12.87%)

Summary of Needs

- Examine cohesion of professional development attended by staff.
- Gauge whether staff development was based on student need or compliance (district/state mandates).
- Examine ways to increase staff attendance.

Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Intervention groupings
- Grade level common assessments
- Grade level common assessment data
- PLC agendas
- PLC notes
- RtI documents
- Subpopulation grouping lists
- Subpopulation benchmark data
- Unpacking the TEKS documents
- Inclusion notes

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

Findings/Analysis

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

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

Strengths

- Student data used to guide instruction and intervention
- Common assessment used to collect student data
- Benchmark data is disaggregated and used to guide intervention
- TEKS based district scope and sequence is followed
- Grade levels working to indentify essential math TEKS
- Instructional and intervention strategies are adjusted to meet student needs

Needs

- Common and consistent methods for collecting student learning data
- Common and consistent methods for collecting student intervention data
- Method of tracking intervention effectiveness over time and across multiple interventions
- Additional RtI training for staff and refining of procedures/expectations
- Common assessment often do not provide data which can easily guide instruction and intervention
- Vertical alignment component to help refine expectations for teaching essential TEKS
- Training on student data collection strategies and instruments

Summary of Needs

- Examine RtI expectations, processes, and interventions.
- Examine ways to develop consistent, common methods for collecting student data on student learning and interventions.
- Explore professional development opportunities in the area of common assessments.
- Plan implementation of curricular vertical teams.

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Volunteer records
- Parent and community survey
- Community partnership data

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

Findings/Analysis

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

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

Strengths

- High percentage of grandparent and male volunteers
- Variety of afterschool activities
- School uses multiple means of communication
- PTA is supported and included in campus decision making process

Needs

- Effective school to home communication
- Programs to increase parent/community involvement
- Utilize and maximize current programs available
- Promotion of group specific programs/clubs

Summary of Needs

- Look for ways to increase volunteer support with a goal of increasing enrichment opportunities for students.
- Examine ways to improve campus/PTA online presence.
- Examine current avenues of communication distribution
- Examine ways to cultivate relationships with local businesses.

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Parent/community survey
- Staff survey
- Informal staff conversations
- Informal parent conversations
- District curriculum assessments

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

Findings/Analysis

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

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

Strengths

- PLC planning time
- WISE Time intervention
- Staff quality
- Parents with consistent school involvement have positive perception of the school
- Staff inclusion in policy development

Needs

- Unclear channels to report concerns
- Increase parent/community involvement

Summary of Needs

- Define a structured channel for staff to report concerns.
- Examine ways to improve parent/community perceptions regarding their value in identifying campus problems and solutions.

Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Staff survey
- STaR chart
- Campus technology inventory
- Computer lab calendar
-
-
-
-

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

Findings/Analysis

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

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

Strengths

- Teacher confidence
- Availability of technology
- Language arts/technology integration
-

Needs

- Expectations for technology use are uncertain
- Lack of integration of technology into the subjects of math and science
- Communication between campus and district technology department is difficult
- Student and parent access to technology is limited

Summary of Needs

- Develop clear expectations for technology use on campus.
- Examine professional development focusing on the integration of technology into math and science.
- Create a clear line of communication with the technology department.
- Examine ways to increase availability of technology to students and parents (i.e. opening up the computer labs one night a week).

Comprehensive Needs Assessment Summary of Priority Needs
Cross Oaks Elementary

Demographics:
Examine staffing procedures to attempt to diversify the staff.
Review RtI process in regards to interventions and procedures.

School Culture and Climate:
Develop a means of monitoring correlation between overall climate and bullying.
Develop a campus wide behavior management system to provide organizational consistency.
Examine ways to connect and support students to foster a sense of belonging.

Curriculum, Instruction and Assessment:
Examine RtI expectations, processes, and interventions.
Examine ways to develop consistent, common methods for collecting student data on student learning and interventions.
Explore professional development opportunities in the area of common assessments.
Plan implementation of curricular vertical teams.

School Content and Organization:
Define a structured channel for staff to report concerns.
Examine ways to improve parent/community perceptions regarding their value in identifying campus problems and solutions.

Student Achievement:
Examine reading intervention at grades K-2.
Increase awareness at all grade levels of campus subgroups and their impact.
Insure all grade levels are consistent and diligent regarding intervention time.
Examine Tier 1 interventions across all grade levels.
Re-assess math intervention across all grade levels.

Teacher Quality:
Examine cohesion of professional development attended by staff.
Gauge whether staff development was based on student need or compliance (district/state mandates).
Examine ways to increase staff attendance.

Family and Community Involvement:
Look for ways to increase volunteer support with a goal of increasing enrichment opportunities for students.
Examine ways to improve campus/PTA online presence.
Examine current avenues of communication distribution
Examine ways to cultivate relationships with local businesses.

Technology:
Develop clear expectations for technology use on campus.
Examine professional development focusing on the integration of technology into math and science.
Create a clear line of communication with the technology department.
Examine ways to increase availability of technology to students and parents (i.e. opening up the computer labs one night a week).

Board Summary
Campus Improvement Plans
2011-12

Cross Oaks Elementary

Wildy Important Goals for 2011-12
WIG 1: 100% of grade levels will utilize math common assessments by the September 16, 2011. Grade level common assessments will continue on at least a monthly basis through May, 2012.
WIG 2: Improve school to parent/community relationship by communicating information with 100% consistency across grade levels by January, 2012.

Campus Improvement Plan
Cross Oaks Elementary

WIG 1

100% of grade levels will utilize math common assessments by the September 16, 2011. Grade level common assessments will continue on at least a monthly basis through May, 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Attend training focusing on common assessments and PLCs **Person(s) Responsible:** principal, team leaders, teachers, staff **Completion Date:** 5/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Related materials, $3,508 (Title 1)	[X]	[ ]		District benchmarks, Kathy Richardson assessments, Learning Walks	STAAR scores, district benchmarks, common assessments, Kathy Richardson assessments	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide intervention through instructional specialists working directly with students and teachers. **Person(s) Responsible:** principal, team captains, teachers, staff **Completion Date:** 5/31/12 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	3 x 1/2 Instructional Specialists $84,796 (SCE) 1 x 1/2 Instructional Specialists $28,352 (Title 1)	[X]	[X]	2	District benchmarks, Kathy Richardson assessments, anecdotal records, Learning Walks	STAAR scores, district benchmarks, common assessments, Kathy Richardson assessments	[X] CNA [X] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus based master teachers to mentor less experienced teachers. **Person(s) Responsible:** principal, team leaders, teachers, staff **Completion Date:** 5/31/12 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Time for collaboration and staff learning walks	[ ]	[ ]		Conferences between mentors and less experienced teachers, Learning Walks	STAAR scores, PDAS evaluations	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue incorporating 6 Power PLC weeks into campus calendar. September 19-23 October 24-28 December 5-9 February 6-10 April 2-6 May 21-25 **Person(s) Responsible:** administration, team leaders, teachers, staff **Completion Date:** 5/25/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Time for collaboration	[ ]	[ ]		PLC agendas and minutes	PLC agendas and minutes, STAAR scores, district benchmark results, common assessments	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Revisit and revise grade level SMART goals which align to the district and campus goals. **Person(s) Responsible:** administration, team leaders, teachers, staff **Completion Date:** 9/19/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SMART goal training	[ ]	[ ]		PLC meeting minutes	Focused PLC meetings, STAAR scores	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Grade level PLCs dissaggregate asessment data to drive instruction and intervention (WISE Time) **Person(s) Responsible:** administration, team leaders, teachers, staff **Completion Date:** 5/31/12 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Time for collaboration, administrative support	[ ]	[ ]		PLC meeting minutes	Focused PLC meetings, STAAR scores, RtI data	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Cross Oaks Elementary

WIG 2

Improve school to parent/community relationship by communicating information with 100% consistency across grade levels by January, 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Establish and maintain a vertical campus communication task force **Person(s) Responsible:** administration, teachers, staff, parent volunteers **Completion Date:** 5/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Time to meet, technology	[ ]	[ ]		Meeting agendas and minutes	Parent surveys	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Creation of parent survey regarding methods of commmunication used over 12 week period (continuous) **Person(s) Responsible:** administration, vertical communication task force **Completion Date:** 5/31/12 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Copies, technology, materials, time to meet	[ ]	[ ]		Parent surveys	Data collected from parents surveys	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus PLC develops common expectations for dissemination and retrieval of important information **Person(s) Responsible:** administration, team leaders, teachers, staff **Completion Date:** 9/16/11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Time for collaboration	[ ]	[ ]		Formal plan of action, PLC minutes, PLC agenda	Parent surveys	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Offer Mindset book study opportunity to parents and community **Person(s) Responsible:** administration, teachers, staff, parents **Completion Date:** 5/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$500 (Title 1), space for display, community website, copies of Mindset	[X]	[ ]		Book check-out records, meeting schedules, meeting agendas, newsletters	Parent surveys, meeting attendance, book check-out records	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Cross Oaks Elementary

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Jonathan David
2) Classroom Teacher	Stacy Sturgell
3) Classroom Teacher	Christen Juarez
4) Classroom Teacher	Katie Buck
5) Classroom Teacher	Jennifer Martin
6) Classroom Teacher	Rita Greenslade
7) Campus-based Nonteaching Professional	Roseann Beck
8) Campus-based Paraprofessional and Operations Staff	DeAnn Roberson
9) District-level Professional	Lyneille Meza
10) Parent	Meg Meyer
11) Parent	Christine Nichols
12) Community Member	Earl Sanders
13) Community Member	
14) Business Representative	Ken McNabb
15) Business Representative	Matthew Tiller

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1			Cross Oaks Library
2			Cross Oaks Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: EVERS PARK EL

Campus #: 061901112

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Comparable Improvement: Reading

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	90%	92%	80%	93%	> 99%	*	*	*	*	78%	91%	93%
	2010	92%	97%	92%	93%	91%	92%	93%	*	*	*	*	83%	92%	89%
Mathematics	2011	88%	93%	91%	80%	70%	85%	81%	*	*	*	*	67%	75%	87%
	2010	87%	93%	89%	83%	73%	82%	87%	*	*	*	*	73%	87%	90%
All Tests	2011	83%	91%	85%	81%	70%	85%	81%	*	*	*	*	56%	77%	86%
	2010	84%	92%	85%	83%	73%	82%	87%	*	*	*	*	67%	85%	85%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	84%	*	29%	*	29%	*	*	*	*	*	*	29%	29%
	2010	85%	88%	*	64%	*	64%	*	*	*	*	*	*	64%	64%
Mathematics	2011	77%	81%	*	90%	*	90%	*	*	*	*	*	*	90%	90%
	2010	74%	78%	*	71%	*	71%	*	*	*	*	*	*	73%	71%
All Tests	2011	78%	79%	*	76%	*	76%	*	*	*	*	*	*	76%	76%
	2010	75%	77%	*	68%	*	68%	*	*	*	*	*	*	69%	68%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	85%	92%	85%	88%	> 99%	*	*	*	*	86%	88%	83%
	2010	86%	91%	86%	86%	83%	85%	90%	*	*	*	*	75%	83%	83%
Mathematics	2011	89%	94%	90%	90%	> 99%	88%	91%	*	*	*	*	> 99%	89%	85%
	2010	89%	92%	91%	86%	67%	89%	90%	*	*	*	*	88%	86%	87%
Writing	2011	91%	94%	94%	95%	85%	94%	> 99%	*	*	*	*	> 99%	96%	> 99%
	2010	92%	93%	93%	89%	83%	92%	86%	*	*	*	*	73%	86%	91%
All Tests	2011	78%	86%	79%	81%	77%	75%	91%	*	*	*	*	86%	79%	73%
	2010	78%	83%	79%	73%	58%	76%	72%	*	*	*	*	56%	70%	74%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	85%	*	63%	*	63%	*	*	*	*	*	*	63%	63%
	2010	83%	82%	95%	57%	*	57%	*	*	*	*	*	*	57%	57%
Mathematics	2011	74%	78%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	73%	69%	*	*	*	*	*	*	*	*	*	*	*	*
Writing	2011	93%	98%	*	92%	*	92%	*	*	*	*	*	*	92%	92%
	2010	94%	97%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
All Tests	2011	75%	79%	*	73%	*	73%	*	*	*	*	*	*	71%	73%
	2010	73%	70%	74%	63%	*	63%	*	*	*	*	*	*	63%	63%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	87%	83%	82%	77%	95%	*	*	*	*	75%	79%	67%
	2010	86%	91%	85%	82%	88%	66%	97%	*	*	*	*	75%	77%	36%
Mathematics	2011	86%	92%	85%	78%	64%	76%	86%	*	*	*	*	75%	75%	67%
	2010	86%	92%	88%	78%	69%	74%	87%	*	*	*	*	73%	73%	57%
Science	2011	86%	92%	89%	81%	55%	87%	82%	*	*	*	*	75%	78%	80%
	2010	87%	90%	88%	81%	76%	71%	93%	*	*	*	*	67%	79%	36%
All Tests	2011	76%	85%	74%	65%	55%	63%	73%	*	*	*	*	50%	59%	47%
	2010	75%	82%	76%	67%	59%	51%	87%	*	*	*	*	62%	60%	14%
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only															
Reading	2011	77%	89%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	74%	56%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	50%	63%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	45%	40%	*	*	*	*	*	*	*	*	*	*	*	*
Science	2011	58%	44%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	52%	38%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	63%	54%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	55%	32%	*	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	90%	92%	86%	88%	> 99%	*	*	*	*	89%	89%	82%
	2010	90%	93%	91%	90%	93%	86%	94%	*	n/a	n/a	n/a	83%	88%	82%
Mathematics	2011	84%	88%	91%	88%	82%	90%	87%	*	*	*	*	86%	87%	88%
	2010	84%	88%	92%	84%	72%	84%	90%	*	n/a	n/a	n/a	83%	84%	82%
Writing	2011	92%	94%	94%	94%	85%	93%	> 99%	*	*	*	*	93%	95%	96%
	2010	93%	95%	93%	90%	83%	93%	86%	*	n/a	n/a	n/a	73%	88%	93%
Science	2011	83%	84%	88%	81%	55%	87%	82%	*	*	*	*	75%	78%	80%
	2010	82%	86%	88%	81%	76%	71%	93%	*	n/a	n/a	n/a	67%	79%	36%
All Tests	2011	76%	81%	80%	78%	68%	77%	84%	*	*	*	*	74%	75%	71%
	2010	76%	81%	82%	74%	65%	69%	83%	*	n/a	n/a	n/a	62%	72%	63%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	33%	36%	25%	29%	53%	*	*	*	*	29%	30%	18%
	2010	32%	38%	32%	28%	23%	20%	40%	*	*	*	*	15%	24%	17%
Mathematics	2011	29%	32%	33%	30%	16%	30%	35%	*	*	*	*	23%	28%	23%
	2010	28%	31%	32%	27%	10%	25%	36%	*	*	*	*	15%	23%	22%
Writing	2011	31%	39%	25%	30%	8%	32%	38%	*	*	*	*	< 1%	25%	39%
	2010	32%	36%	26%	17%	8%	18%	21%	*	*	*	*	< 1%	16%	20%
Science	2011	30%	33%	42%	33%	9%	33%	45%	*	*	*	*	17%	25%	13%
	2010	28%	30%	41%	30%	12%	14%	59%	*	*	*	*	25%	20%	7%
All Tests	2011	16%	19%	16%	15%	5%	12%	25%	*	*	*	*	< 1%	11%	8%
	2010	15%	17%	15%	9%	< 1%	4%	20%	*	*	*	*	2%	5%	4%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	85%	88%	95%	96%	> 99%	> 99%	89%	*	*	*	*	96%	95%	> 99%
Mathematics	2011	77%	83%	91%	90%	> 99%	> 99%	60%	*	*	*	*	90%	89%	*
	2010	75%	79%	92%	91%	> 99%	90%	86%	*	*	*	*	91%	89%	83%
Writing	2011	80%	88%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	> 99%	*
	2010	80%	87%	> 99%	67%	*	*	*	*	*	*	*	67%	63%	*
Science	2011	60%	60%	67%	88%	*	*	*	*	*	*	*	88%	88%	*
	2010	58%	58%	67%	67%	*	*	*	*	*	*	*	67%	83%	*
All Tests	2011	66%	73%	78%	92%	> 99%	> 99%	78%	*	*	*	*	92%	92%	*
	2010	64%	69%	78%	74%	83%	80%	64%	*	*	*	*	74%	77%	67%
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	> 99%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2010	93%	96%	> 99%	*	*	*	*	*	*	*	*	*	*	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	99.9%	99.0%	100.0%	99.3%	97.8%	*	*	*	*	97.3%	98.6%	96.3%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	92.9%	87.9%	82.6%	91.1%	84.9%	*	*	*	*	10.8%	86.6%	90.1%
Not on TAKS	7.6%	7.6%	6.4%	11.0%	17.4%	8.2%	12.9%	*	*	*	*	86.5%	12.0%	6.2%
TAKS(Acc) Only	2.4%	2.1%	1.6%	1.7%	0.0%	2.1%	2.2%	*	*	*	*	13.5%	0.9%	1.2%
TAKS-M Only	3.1%	3.4%	2.4%	5.2%	10.9%	4.8%	3.2%	*	*	*	*	40.5%	6.0%	3.7%
TAKS-Alt Only	0.9%	0.7%	0.6%	0.3%	0.0%	0.0%	1.1%	*	*	*	*	2.7%	0.0%	0.0%
Combination	1.3%	1.4%	0.8%	3.8%	6.5%	1.4%	6.5%	*	*	*	*	29.7%	5.1%	1.2%
By Acct Status														
Acct System	94.0%	95.7%	93.7%	94.5%	95.7%	97.3%	91.4%	*	*	*	*	94.6%	93.5%	95.1%
Non-Acct System	4.6%	3.5%	5.6%	4.5%	4.3%	2.1%	6.5%	*	*	*	*	2.7%	5.1%	1.2%
Mobile	4.6%	3.5%	5.6%	4.5%	4.3%	2.1%	6.5%	*	*	*	*	2.7%	5.1%	1.2%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.2%	1.0%	0.0%	0.7%	2.2%	*	*	*	*	2.7%	1.4%	3.7%
Absent	0.1%	0.1%	0.0%	0.3%	0.0%	0.7%	0.0%	*	*	*	*	2.7%	0.5%	1.2%
LEP Exempt	0.9%	0.5%	0.0%	0.7%	0.0%	0.0%	2.2%	*	*	*	*	0.0%	0.9%	2.5%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	251	290	46	146	93	1	2	1	1	37	216	81
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.8%	98.6%	100.0%	100.0%	96.1%	-	*	-	-	100.0%	99.5%	95.4%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	92.7%	86.2%	76.2%	89.6%	85.3%	-	*	-	-	18.6%	84.7%	85.1%
Not on TAKS	7.8%	7.7%	7.0%	12.4%	23.8%	10.4%	10.8%	-	*	-	-	81.4%	14.9%	10.3%
TAKS(Acc) Only	2.3%	1.8%	1.2%	2.5%	4.8%	3.0%	1.0%	-	*	-	-	16.3%	3.5%	3.4%
TAKS-M Only	3.3%	3.8%	3.0%	7.1%	14.3%	5.9%	5.9%	-	*	-	-	46.5%	8.4%	5.7%
TAKS-Alt Only	0.8%	0.7%	0.6%	0.4%	0.0%	0.0%	1.0%	-	*	-	-	2.3%	0.0%	0.0%
Combination	1.3%	1.3%	1.0%	2.5%	4.8%	1.5%	2.9%	-	*	-	-	16.3%	3.0%	1.1%
By Acct Status														
Acct System	90.0%	91.0%	90.5%	86.2%	83.3%	91.1%	80.4%	-	*	-	-	48.8%	84.7%	89.7%
Non-Acct System	8.6%	8.1%	9.1%	12.4%	16.7%	8.9%	15.7%	-	*	-	-	51.2%	14.9%	5.7%
Mobile	4.4%	3.6%	4.4%	4.9%	2.4%	3.0%	8.8%	-	*	-	-	2.3%	6.4%	0.0%
Non-Acct Test	4.2%	4.5%	4.2%	7.4%	14.3%	5.9%	6.9%	-	*	-	-	48.8%	8.4%	5.7%
Not Tested	1.4%	0.9%	0.2%	1.4%	0.0%	0.0%	3.9%	-	*	-	-	0.0%	0.5%	4.6%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	1.4%	0.0%	0.0%	3.9%	-	*	-	-	0.0%	0.5%	4.6%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	286	283	42	135	102	0	4	0	0	43	202	87

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	45%	55%	*	36%	> 99%	*	*	*	*	67%	44%	42%
	2010	50%	53%	47%	52%	60%	33%	*	*	*	*	*	*	50%	25%
Mathematics	2011	42%	43%	44%	50%	50%	57%	43%	*	*	*	*	*	38%	*
	2010	45%	52%	54%	45%	57%	44%	40%	*	*	*	*	67%	44%	33%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	92	97	*	82	*	*	*	*	*	*	88	83
	2010	86	90	104	102	117	80	150	*	*	*	*	*	95	79
Mathematics	2011	64	66	76	82	60	102	75	*	*	*	*	*	72	*
	2010	70	77	94	74	98	61	79	*	*	*	*	*	78	54
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	15%	17%	18%	22%	9%	*	*	*	*	25%	20%	27%
	2010	15%	10%	16%	18%	12%	34%	3%	*	*	*	*	25%	23%	64%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	93%	99%	> 99%	98%	> 99%	*	*	*	*	> 99%	98%	93%
	2010	92%	96%	95%	98%	> 99%	94%	> 99%	*	*	*	*	> 99%	96%	93%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	16%	23%	36%	24%	18%	*	*	*	*	25%	25%	33%
	2010	14%	9%	13%	22%	31%	26%	13%	*	*	*	*	27%	27%	43%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	94%	93%	82%	96%	91%	*	*	*	*	83%	92%	93%
	2010	92%	95%	96%	88%	75%	89%	93%	*	*	*	*	91%	86%	86%
English Language Learners Progress Indicator															
2010-11		80%	86%	82%	84%	*	85%	*	*	*	*	*	43%	84%	80%
2009-10		79%	85%	89%	85%	*	85%	*	*	*	*	*	92%	84%	81%
Attendance Rate @															
2009-10		95.5%	95.9%	96.4%	96.5%	95.6%	96.9%	96.6%	-	97.3%	-	*	96.2%	96.4%	97.0%
2008-09		95.6%	95.9%	96.5%	97.0%	97.0%	97.1%	96.7%	*	n/a	n/a	n/a	96.0%	97.0%	97.5%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		594	100.0%	21,414	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.3%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	6.8%	3.0%	4.5%
	Kindergarten	102	17.2%	14.5%	8.5%	7.6%
	Grade 1	84	14.1%	15.3%	8.5%	7.9%
	Grade 2	119	20.0%	14.3%	8.8%	7.7%
	Grade 3	107	18.0%	16.2%	8.5%	7.6%
	Grade 4	98	16.5%	16.9%	7.9%	7.6%
	Grade 5	84	14.1%	14.5%	7.9%	7.6%
	Grade 6	0	0.0%	0.9%	7.2%	7.4%
	Grade 7	0	0.0%	0.2%	7.1%	7.3%
	Grade 8	0	0.0%	0.1%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	104	17.5%	10.6%	11.6%	12.9%
	Hispanic	269	45.3%	54.7%	30.8%	50.3%
	White	207	34.8%	30.2%	52.9%	31.2%
	Native American	3	0.5%	0.4%	0.9%	0.5%
	Asian	8	1.3%	2.2%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.1%	0.1%	0.1%
	Two or More Races	3	0.5%	1.7%	1.2%	1.6%
Economically Disadvantaged		427	71.9%	72.0%	41.5%	59.2%
Limited English Proficient (LEP)		173	29.1%	24.6%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		2	0.3%	0.3%	1.3%	1.9%
At-Risk		241	40.6%	51.8%	35.1%	46.3%
Mobility (2009-10)		75	13.6%	15.5%	17.1%	18.2%
Number of Students per Teacher		10.6	n/a	14.6	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	2.9%	2.2%	2.1%	2.3%	14.3%	7.2%	14.3%	10.7%
Grade 1	0.0%	3.9%	1.5%	4.7%	13.3%	7.3%	8.5%	8.9%
Grade 2	1.1%	2.3%	0.8%	2.8%	10.0%	5.2%	3.8%	4.1%
Grade 3	1.2%	1.4%	1.1%	2.0%	0.0%	1.1%	1.4%	1.8%
Grade 4	0.0%	0.6%	0.1%	1.1%	0.0%	1.1%	0.4%	0.9%
Grade 5	1.4%	1.0%	0.4%	1.3%	6.7%	0.0%	2.0%	1.3%
Grade 6	-	0.4%	0.1%	0.7%	-	4.2%	3.7%	1.2%
Grade 7	-	0.0%	0.2%	1.0%	-	0.0%	1.4%	1.4%
Grade 8	-	0.0%	0.1%	1.2%	-	0.0%	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	20.3	18.6	18.8	19.0
	Grade 1	15.3	18.5	18.9	18.9
	Grade 2	17.5	17.7	18.8	18.8
	Grade 3	18.8	18.0	19.1	18.8
	Grade 4	19.8	18.5	20.3	19.0
	Grade 5	18.5	19.3	21.9	21.4
	Grade 6	-	19.1	20.9	20.7
	Mixed Grades	16.5	24.8	19.2	23.9
Secondary:	English/Language Arts	-	15.8	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	10.8	19.4	17.9
	Science	-	16.5	22.9	19.0
	Social Studies	-	16.5	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	70.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	62.0	88.6%	83.3%	72.3%	63.4%
Teachers	55.9	79.9%	71.6%	56.2%	50.5%
Professional Support	4.1	5.8%	8.0%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	2.9%	3.7%	2.7%	2.8%
Educational Aides:	8.0	11.4%	16.7%	7.9%	9.5%
Total Minority Staff:	23.0	32.8%	28.6%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	4.0	7.2%	3.1%	6.5%	9.3%
Hispanic	14.0	25.0%	20.5%	11.7%	23.7%
White	36.9	66.0%	73.9%	78.4%	63.9%
American Indian	0.0	0.0%	0.4%	0.8%	0.4%
Asian	0.0	0.0%	0.8%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.1%	0.1%
Two or More Races	1.0	1.8%	1.3%	2.1%	1.3%
Males	5.0	8.9%	6.4%	24.0%	23.2%
Females	50.9	91.1%	93.6%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	3.0	5.3%	5.2%	4.8%	6.0%
1-5 Years Experience	17.1	30.6%	30.2%	31.8%	30.0%
6-10 Years Experience	12.0	21.5%	21.1%	22.7%	21.1%
11-20 Years Experience	11.8	21.1%	24.7%	25.5%	25.0%
0ver 20 Years Experience	12.0	21.5%	18.9%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.8 yrs.	11.5 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	8.1 yrs.	8.1 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,604	$40,608	$45,521	$41,272
1-5 Years Experience	$47,034	$41,804	$47,448	$44,013
6-10 Years Experience	$47,823	$44,856	$48,287	$46,604
11-20 Years Experience	$53,678	$48,717	$51,852	$50,476
Over 20 Years Experience	$63,873	$56,519	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$52,198	$46,871	$51,120	$48,638
Professional Support	$56,253	$52,097	$55,177	$57,045
Campus Administration (School Leadership)	$67,312	$68,356	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	2.7	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$4,797,891	100.0%	$8,077	$5,357,950	100.0%	$9,020	$136,431,973	100.0%	$6,315
Instruction (11,95)	$3,631,001	75.7%	$6,113	$3,953,676	73.8%	$6,656	$103,007,738	75.5%	$4,768
Instructional-Related Services (12,13)	$196,517	4.1%	$331	$203,053	3.8%	$342	$5,198,515	3.8%	$241
Instructional Leadership (21)	$70,341	1.5%	$118	$70,341	1.3%	$118	$1,755,183	1.3%	$81
School Leadership (23)	$228,902	4.8%	$385	$230,179	4.3%	$388	$8,963,267	6.6%	$415
Support Services-Student (31,32,33)	$268,764	5.6%	$452	$278,149	5.2%	$468	$6,281,932	4.6%	$291
Other Campus Costs (35,36,51,52,53)	$402,366	8.4%	$677	$622,552	11.6%	$1,048	$11,225,338	8.2%	$520
By Program:									
Total Operating Expenditures	$4,395,525	100.0%	$7,400	$4,726,898	100.0%	$7,958	$124,381,353	100.0%	$5,758
Bilingual/ESL Education (25)	$213,534	4.9%	$359	$213,534	4.5%	$359	$8,325,036	6.7%	$385
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$3,185	0.0%	$0
Accelerated Education (24,30)	$262,371	6.0%	$442	$583,136	12.3%	$982	$17,505,619	14.1%	$810
Gifted & Talented Education (21)	$78,084	1.8%	$131	$78,084	1.7%	$131	$1,495,178	1.2%	$69
Regular Education (11)	$2,951,603	67.2%	$4,969	$2,951,603	62.4%	$4,969	$81,377,954	65.4%	$3,767
Special Education (23)	$889,933	20.2%	$1,498	$900,541	19.1%	$1,516	$15,668,612	12.6%	$725
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$5,769	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	175	29.5%	23.1%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	21	3.5%	5.5%	8.7%	7.7%
Special Education	69	11.6%	8.0%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	11.0	19.7%	8.1%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.6%	4.0%
Compensatory Education	6.0	10.7%	4.9%	5.0%	2.9%
Gifted & Talented Education	1.0	1.8%	1.6%	1.7%	1.9%
Regular Education	30.8	55.1%	78.8%	68.0%	73.4%
Special Education	7.1	12.7%	6.6%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% Econ	% Hispanic	% White	% LEP	% Afr_Amer	% Mobility
011901109		BLUEBONNET EL SCHOOL	BASTROP ISD	71.9	64.5	29.0	32.7	3.2	15.8
019907109		NASH EL	TEXARKANA ISD	72.3	26.4	44.2	14.6	23.6	16.0
020901110		DON JETER EL	ALVIN ISD	73.0	66.6	13.9	45.0	11.0	16.1
020910101		DAMON EL	DAMON ISD	71.3	46.4	49.7	16.6	1.1	12.0
021902103		BONHAM EL	BRYAN ISD	70.9	52.9	34.7	29.8	9.5	11.7
028902101		CLEAR FORK EL	LOCKHART ISD	71.2	61.7	30.0	5.7	6.1	17.6
028902105		BLUEBONNET EL SCHOOL	LOCKHART ISD	71.9	71.0	22.9	23.3	3.1	9.9
029901102		JACKSON/ROOSEVELT COMPLE	CALHOUN COUNTY ISD	72.8	70.1	26.4	17.1	2.2	13.7
043907104		WEBB EL	MCKINNEY ISD	71.2	64.1	27.0	36.4	5.5	16.0
046902117		MORNINGSIDE EL	COMAL ISD	72.7	65.8	29.3	22.2	0.9	20.4
057905230		HARRY C WITHERS EL	DALLAS ISD	72.7	78.0	18.5	53.3	1.4	10.5
057909132		CLUB HILL EL	GARLAND ISD	72.1	54.1	22.8	32.1	16.4	13.4
057912119		HANES EL	IRVING ISD	72.8	51.8	15.2	31.5	25.2	18.8
061901112	>	EVERS PARK EL	DENTON ISD	71.9	45.3	34.8	29.1	17.5	13.6
071902165		BARRON EL	EL PASO ISD	71.4	72.0	14.3	18.8	9.5	18.1
072902102		DUBLIN INTERMEDIATE	DUBLIN ISD	71.9	54.6	43.8	22.5	1.0	11.2
094901110		VOGEL EL	SEGUIN ISD	72.2	57.6	36.9	21.8	4.0	18.6
095905108		LA MESA ELEMENTARY SCHOO	PLAINVIEW ISD	70.8	63.3	30.0	12.3	5.0	16.1
101911118		CROCKETT EL	GOOSE CREEK CISD	71.0	66.3	24.2	38.5	7.6	15.1
101912143		BRIARMEADOW CHARTER	HOUSTON ISD	71.0	53.4	21.3	43.0	16.2	6.2
101919108		PEARL M HIRSCH EL	SPRING ISD	71.8	38.9	30.6	14.1	26.9	21.5
105902101		BOWIE EL	SAN MARCOS CISD	72.9	79.0	14.9	13.5	4.3	14.5
107901103		ATHENS INT	ATHENS ISD	71.3	40.0	43.4	20.7	14.5	11.0
126903109		COOKE EL	CLEBURNE ISD	73.0	61.1	33.1	34.3	2.7	20.9
127901101		ANSON EL	ANSON ISD	71.7	50.4	45.5	4.1	1.1	18.3
136901101		JONES ELEMENTARY/INTERME	BRACKETT ISD	72.4	70.6	28.5	6.7	0.6	16.6
139909109		AIKIN EL	PARIS ISD	72.8	13.5	48.3	5.0	31.1	18.5
140908101		SUDAN EL	SUDAN ISD	72.8	51.3	45.2	8.0	2.3	10.1
149902101		THREE RIVERS EL	THREE RIVERS ISD	71.7	61.6	36.9	9.3	0.4	16.5
153904101		TAHOKA EL	TAHOKA ISD	72.0	60.3	34.3	5.7	3.7	13.3
156902101		STANTON EL	STANTON ISD	71.5	66.8	31.0	7.3	0.5	11.3
171901102		MORNINGSIDE EL	DUMAS ISD	71.7	56.0	22.0	37.5	0.7	14.3
188901128		SOUTH LAWN EL	AMARILLO ISD	72.5	36.5	50.7	6.0	7.8	13.6
212905102		BELL EL	TYLER ISD	71.2	44.8	22.3	23.1	29.9	10.8
212909103		W L KISSAM INT	CHAPEL HILL ISD	72.6	37.5	40.0	22.5	18.7	15.3
220901136		FITZGERALD EL	ARLINGTON ISD	70.8	40.0	17.5	24.2	28.0	15.3
220902104		JACK C BINION EL	BIRDVILLE ISD	71.5	55.9	33.6	42.1	4.8	20.0
220906104		TIMBERLINE EL	GRAPEVINE-COLLEYVILLE IS	72.4	67.7	22.3	54.2	4.5	18.1
220918101		L A GILILLAND EL	EAGLE MT-SAGINAW ISD	72.9	54.5	27.6	31.3	11.4	16.8
225902103		E C BRICE EL	MOUNT PLEASANT ISD	71.7	51.8	35.9	34.2	11.3	12.3
246907101		JARRELL EL	JARRELL ISD	71.6	46.3	46.1	18.8	4.3	15.7
		Group Average		72.0	54.7	30.2	24.6	10.6	15.5

*** Order of columns will vary on lists for other campuses ***

	Campus Name	Reading (1) Number Matched Students	Reading (2) 2010 Avg Scale Score	Reading (3) 2011 Avg Scale Score	Reading (4) 2010 Failer Avg VSG	Reading (5) 2011 Avg VSG	Reading (6) 2011 Quar-tile	Mathematics (1) Number Matched Students	Mathematics (2) 2010 Avg Scale Score	Mathematics (3) 2011 Avg Scale Score	Mathematics (4) 2010 Failer Avg VSG	Mathematics (5) 2011 Avg VSG	Mathematics (6) 2011 Quar-tile
	BLUEBONNET EL SCHOOL	96	643	652	20	9	Q4	95	578	631	87	53	Q2
	NASH EL	106	680	715	123	35	Q3	107	648	696	61	48	Q3
	DON JETER EL	194	649	698	104	49	Q1	191	650	718	81	68	Q1
	DAMON EL	66	687	719	80	32	Q4	65	694	738	103	44	Q3
	BONHAM EL	218	633	677	82	45	Q2	204	616	668	71	52	Q3
	CLEAR FORK EL	136	626	687	121	61	Q1	141	623	681	102	58	Q2
	BLUEBONNET EL SCHOOL	166	650	684	75	34	Q3	167	647	683	-	36	Q4
	JACKSON/ROOSEVELT CO	213	633	666	110	33	Q3	216	622	664	74	41	Q4
	WEBB EL	101	629	661	77	32	Q4	102	611	636	69	25	Q4
	MORNINGSIDE EL	144	618	668	104	49	Q1	144	601	693	125	92	Q1
	HARRY C WITHERS EL	51	642	687	140	45	Q2	87	640	708	75	67	Q1
	CLUB HILL EL	131	644	694	105	50	Q1	128	625	686	91	61	Q2
	HANES EL	163	637	672	94	35	Q3	167	601	651	62	50	Q3
>	EVERS PARK EL	144	621	676	97	56	Q1	129	604	663	82	58	Q2
	BARRON EL	126	649	689	114	40	Q2	126	644	706	138	62	Q2
	DUBLIN INTERMEDIATE	183	593	639	88	46	Q1	183	563	608	46	45	Q3
	VOGEL EL	132	649	691	97	42	Q2	131	627	673	75	46	Q3
	LA MESA ELEMENTARY S	55	622	644	97	22	Q4	56	603	648	87	45	Q3
	CROCKETT EL	153	653	693	106	40	Q2	156	643	717	101	75	Q1
	BRIARMEADOW CHARTER	90	638	684	68	46	Q1	90	644	684	82	40	Q4
	PEARL M HIRSCH EL	201	613	650	68	38	Q3	199	606	666	60	60	Q2
	BOWIE EL	166	623	675	134	52	Q1	175	629	697	93	68	Q1
	ATHENS INT	464	628	667	85	39	Q3	472	613	666	58	52	Q3
	COOKE EL	133	619	649	92	30	Q4	135	584	628	65	44	Q3
	ANSON EL	102	632	686	76	55	Q1	103	603	656	81	53	Q2
	JONES ELEMENTARY/INT	109	657	694	64	37	Q3	110	642	707	90	65	Q1
	AIKIN EL	175	604	629	51	25	Q4	176	563	625	77	62	Q2
	SUDAN EL	115	684	726	89	42	Q2	118	658	715	76	58	Q2
	THREE RIVERS EL	97	650	689	108	39	Q3	98	640	706	93	66	Q1
	TAHOKA EL	59	613	656	125	43	Q2	59	610	661	68	51	Q3
	STANTON EL	122	613	659	88	46	Q1	122	613	649	65	37	Q4
	MORNINGSIDE EL	47	586	623	116	37	Q3	47	593	637	40	45	Q3
	SOUTH LAWN EL	102	639	682	106	43	Q2	102	627	713	157	86	Q1
	BELL EL	146	620	660	73	40	Q2	153	605	678	101	73	Q1
	W L KISSAM INT	422	620	656	66	37	Q3	421	630	673	61	43	Q4
	FITZGERALD EL	232	659	693	62	33	Q3	233	631	669	50	38	Q4
	JACK C BINION EL	169	619	661	101	43	Q2	162	600	656	109	56	Q2
	TIMBERLINE EL	145	675	695	122	21	Q4	141	656	692	71	37	Q4
	L A GILILLAND EL	121	631	680	69	49	Q1	120	629	693	26	65	Q1
	E C BRICE EL	97	638	655	-	16	Q4	99	610	682	108	72	Q1
	JARRELL EL	70	603	623	23	20	Q4	70	591	635	62	44	Q3
	Group Average	142	633	672	85	39	--	143	619	673	74	54	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Evers Park Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Evers Park Elementary School's Mission Statement

The mission of Evers Park Elementary is to serve our children in a safe and nurturing environment that fosters life-long learning. All members of our school community will work collaboratively to ensure success for all students.

To accomplish our mission we will become a school that:

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

To accomplish our vision we commit to the following practices:

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

Board Goals

Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

Evers Park Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	83	94	30	94	93	41		
3	AA	11	91	27	19	79	26		
3	Hispanic	40	93	15	40	93	35		
3	White	31	97	48	32	100	53		
3	Eco. Dis.	55	93	29	65	91	32		
3	SPED	5	80	0	4				
3	LEP C	25	88	24	29	93	28		
3	LEP M1								
3	LEP M2								
4	All	76	86	24	74	91	35		
4	AA	10	80	20	9	78	11		
4	Hispanic	37	84	16	37	86	19		
4	White	28	89	36	28	100	64		
4	Eco. Dis.	54	81	15	50	86	30		
4	SPED	9	56	0	2				
4	LEP C	23	83	4	16	81	13		
4	LEP M1								
4	LEP M2								
5	All	78	95	27	75	99	41		
5	AA	15	100	27	10	100	20		
5	Hispanic	32	91	22	41	98	39		
5	White	29	97	31	22	100	50		
5	Eco. Dis.	54	93	22	57	98	37		
5	SPED	4			5	100	20		
5	LEP C	12	83	0	11	91	18		
5	LEP M1								
5	LEP M2								

Evers Park Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	73	90	19	66	94	32		
4	AA	10	80	10	10	80	10		
4	Hispanic	36	92	19	28	93	25		
4	White	26	92	23	28	100	46		
4	Eco. Dis.	52	88	17	44	95	25		
4	SPED	7	86	0	2				
4	LEP C	22	91	23	8	100	25		
4	LEP M1								
4	LEP M2								

Evers Park Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	68	85	21	83	82	25		
3	AA	10	70	0	20	70	10		
3	Hispanic	23	87	13	27	85	33		
3	White	34	88	32	33	85	27		
3	Eco. Dis.	42	88	17	54	78	24		
3	SPED	6	83	0	7	71	14		
3	LEP C	8	100	25	15	87	20		
3	LEP M1								
3	LEP M2								
4	All	81	84	27	86	88	30		
4	AA	10	60	10	10	90	10		
4	Hispanic	43	88	30	45	87	22		
4	White	27	85	30	31	90	48		
4	Eco. Dis.	60	83	25	62	87	27		
4	SPED	7	57	0	5	80	0		
4	LEP C	30	87	30	24	83	17		
4	LEP M1								
4	LEP M2								
5	All	77	87	34	76	93	32		
5	AA	14	71	14	10	80	10		
5	Hispanic	32	84	28	43	95	33		
5	White	29	97	45	21	95	38		
5	Eco. Dis.	53	85	25	58	93	28		
5	SPED	3			3				
5	LEP C	12	75	8	14	93	14		
5	LEP M1								
5	LEP M2								

Evers Park Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	76	82	30	77	81	32		
5	AA	15	73	13	10	40	10		
5	Hispanic	31	71	13	43	86	30		
5	White	28	96	57	22	86	45		
5	Eco. Dis.	52	77	19	60	77	23		
5	SPED	3			4				
5	LEP C	11	27	9	14	79	7		
5	LEP M1								
5	LEP M2								

Evers Park Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Evers Park Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- eSchool
- AEIS
- LEP Report
- SpEd Records
- Communities In School
- Teacher response

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

Findings/Analysis

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

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

Strengths	Needs
• Most SpEd referrals were "good" referrals • Many at risk students receive additional support through CIS program	• SpEd students are high need students • Af. American & Low SES seem higher risk • Understanding of RTI documentation

Summary of Needs

- Determine best way to serve high need SpEd students (Inclusion & Special Program)
- Strategies to work with Af. American & Low SES

Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- ELI / SELI
- Kathy Richardson Assessment
- TAKS
- AWARE
- Grade Level Common Assessments

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

Findings/Analysis

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

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

Strengths

- Passing Rate in 4th grade Writing TAKS
- Initial work this year in creating common assessments by grade levels
- Pattern of improvement in TAKS scores during last few years.
- Kindergarten team met Kathy Richardson goals.

Needs

- Increase in Commended rates and "4" writing samples on state assessment
- Af. American - Math has been consistently a low point (TAKS & benchmarks)
- Bilingual student TAKS language decision making does not make sense. (Rdg in English but math in Spanish)

Summary of Needs

- Find options for math intervention for at risk students (similar to Rd. Recovery, STAR, Dyslexia)
- Campus learning for developing high rigor common assessments

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Parent Feedback
- Teacher Feedback
- Learning Walk Data
- Discipline Referrals
- PLC Meeting Agendas / Products

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

Findings/Analysis

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

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

Strengths

- Use of Prime Time helped teams in addressing all students as "their students"
- Campus developed new mission, vision and values that were revisited during year
- Parent comments stating they love Evers and are happy with their child's learning.
- PTA provides support to campus (students & staff)
- Significant growth in developing PLC mindset and practice
- Consistency in campus administration

Needs

- Physical environment of building has an "old" and "dingy" feel / embarrased by building / feels "second hand"
- Some parent comments that teachers lack respect when speaking to students/parents
- PTA relies heavily on small group of involved parents. Need larger participation
- Discipline referrals indicate some incidents of bullying
- Wide range of classroom management practices and discipline expectations from class to class.
- Consistency in campus administration

Summary of Needs

- Common vocabulary & understanding of behavioral expectations throughout building
- Bullying concerns addressed
- Improvement of physical building (cleanliness & maintenance)

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- PRIDE
- Staff Absence Documentation
- First year teachers' students showed progress and growth
- Learning Walk Data

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

Findings/Analysis

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

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

Strengths

- Campus staff members attended PLC Institute and presented learning to staff
- Learning Walk data showed an increase in students being able to identify learning objectives
- Paired with UNT PDS student teacher program
- Most campus staff showed good attendance rate

Needs

- No campus staff attended SALSA or LASSO training this year / Need emphasis on continued professional development of staff
- Continued PLC learning for campus
- Isolated teacher attendance problems created concerns with student learning

Summary of Needs

- Increase in and emphasis on campus professional learning (Ex: PLC, SALSA, LASSO, Inclusion)

Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Unpacking of TEKS
- Common assessment data
- District benchmark data
- Learning Walk Data

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

Findings/Analysis

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

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

Strengths

- Better teacher understanding of TEKS and depth of needed instruction
- Teachers use of data to determine individual intervention with students
- Learning Walk data showed an increase in students being able to identify learning objectives

Needs

- Level of questioning observed during Learning Walks often at lower knowledge levels
- Stronger knowledge of how to use common assessment data
- Student engagement not consistent through Learning Walks

Summary of Needs

- Instructional practices to raise rigor of questioning and student engagement

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- PTA/Campus Calendar
- Community In Schools Data
- Parent & Teacher feedback

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

Findings/Analysis

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

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

Strengths

- Academic - Family Fun Science Night, Fiesta Math Night, Fine Arts Night
- Social - PTA Meetings, Performances, Carnival
- Strong PTA Board
- Food for Kids provides weekend meals for students
- Campus information sent home to families is done in English & Spanish
- CIS program provides free afterschool program for "at risk" students
- Families attend campus events

Needs

- Partnerships in community to provide incentives/recognition for student success
- Increase in parent PTA volunteer support
- Additional counseling for social services and family support
- Parent information nights (TAKS, grade level information, counseling & resources)

Summary of Needs

- Various student incentives (academic, attendance, character)
- Parent informational events (campus & individual classroom)

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Campus Schedule
- PLC Meeting Agendas
- PTA Board Feedback
- Teacher Feedback

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

Findings/Analysis

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

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

Strengths

- Daily Prime Time Intervention
- Intervention programs - Dyslexia, STAR, ESL, Lit. Groups, Rd. Rec

Needs

- More flexibility needed within daily schedule for grade levels to meet student needs
- Better use of CLT/Team Leaders in campus decision making

Summary of Needs

Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Library Technology Checkout
- Learning Walk Data
- Computer Lab Schedule
- Teacher Feedback

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

Findings/Analysis

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

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

Strengths

- Technology equipment available (projectors & document cameras)
- Two computer labs, student computers in classrooms

Needs

- Higher use and better focused use of Classworks for at risk students
- Increase in student generated products using technology

Summary of Needs

- Additional training in development of Individual Learning Paths in Classworks

Comprehensive Needs Assessment Summary of Priority Needs
Evers Park Elementary

Demographics:
Determine best way to serve high need SpEd students (Inclusion & Special Program)
Strategies to work with Af. American & Low SES

School Culture and Climate:
Common vocabulary & understanding of behavioral expectations throughout building
Bullying concerns addressed
Improvement of physical building (cleanliness & maintenance)

Curriculum, Instruction and Assessment:
Instructional practices to raise rigor of questioning and student engagement

School Content and Organization:

Student Achievement:
Find options for math intervention for at risk students (similar to Rd. Recovery, STAR, Dyslexia)
Campus learning for developing high rigor common assessments

Teacher Quality:
Increase in and emphasis on campus professional learning (Ex: PLC, SALSA, LASSO, Inclusion)

Family and Community Involvement:
Various student incentives (academic, attendance, character)
Parent informational events (campus & individual classroom)

Technology:
Additional training in development of Individual Learning Paths in Classworks

Board Summary
Campus Improvement Plans
2011-12

Evers Park Elementary School

Wildy Important Goals for 2011-12
WIG 1: Development of Professional Learning Community practices within campus that will promote higher levels of student success through student engagement, differentiated instruction, intervention, enrichment, collaborative practices, common assessment and professional communication. Through PLC work of common assessments, collaborative planning, increased student engagement and focused intervention student success will improve in the following areas: 100% of classroom teachers will collaboratively create, administer and analyze the data of at least three common assessments in both reading and math by May 2012. We will decrease the number of "At Risk" students on the Kathy Richardson assessment by 25% from the beginning of the year results to the end of the year results.
WIG 2: Develop CHAMPS management philosophy (Voice Levels, Common Vocabulary, Common Expectations) and a student success focused culture throughout campus to decrease student discipline referrals, increase student engagement and increase staff satisfaction of student management indicated in SAAP. Greater than 70% of staff will indicate satisfaction of student management by end of 2011-2012 school year as reflected in end of year survey.

Campus Improvement Plan
Evers Park Elementary School

WIG 1

Development of Professional Learning Community practices within campus that will promote higher levels of student success through student engagement, differentiated instruction, intervention, enrichment, collaborative practices, common assessment and professional communication.

Through PLC work of common assessments, collaborative planning, increased student engagement and focused intervention student success will improve in the following areas:
100% of classroom teachers will collaboratively create, administer and analyze the data of at least three common assessments in both reading and math by May 2012.
We will decrease the number of "At Risk" students on the Kathy Richardson assessment by 25% from the beginning of the year results to the end of the year results.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus will hold weekly PLC "Huddle" days where teachers will identify essential learnings, create and review common assessments, develop interventions and make instructional decisions based on student data. **Person(s) Responsible:** Principal, Asst Prin., Classroom Teachers, Campus Curriculum Specialists **Completion Date:** September 2011-May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus staff to cover teacher classrooms for adjusted schedule Huddle times.	[X]	[ ]		PLC "Huddle" meeting products, Learning Walks, Short Term & Long Term goal tracking,	TAKS, ELI, SELI, Kathy Richardson Assessment, Learning Walk Data	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus staff will attend professional conferences focused on Professional Learning Communities and high quality instructional practices. Staff members will bring new learning back to campus implement into classroom instruction and planning. (Ex: Cassie Erkens / Penny Kittle) **Person(s) Responsible:** Principal, Asst. Principal, Classroom Teachers **Completion Date:** September 2011-May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Registration, travel, hotel costs (TI $----------)	[X]	[ ]		PLC "Huddle" meeting products, Learning Walks	TAKS, ELI, SELI, Kathy Richardson Assessment, Learning Walk Data	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instructional focus and activities will include 1. Daily use of Calendar Math to reinforce spiraling and non-focal math TEKS. Campus Math Interventionist will provide training for Calendar Math to staff members that have not used Calendar Math previously, and strategies for increased problem solving opportunities throughout lesson planning. 2. Continued use of "Write From the Beginning" as a campus wide writing program. Trainings for WFTB will be provided by on campus trainers (Reading Interventionists) 3. Utilize guided reading and readers	1. Campus Math interventionist (SCE $29,589 / TI $29,589) 2. Two Campus Reading Interventionists (SCE $27,334 / TI $27,334) (SCE $76,566) 3. Campus based K-2 Literacy Group Specialist and additional district assigned Literacy Specialists. Math, Language Arts and Science supplies such as Calendar Math, expository texts, non fiction books for Literacy Library, science investigation materials and books for campus learning. (TI	[X]	[X]	SCE 2 / TI 1	Handouts newsletters Formation of guided reading groups ELI/SELI SRI Schedule of meetings with sign in sheets Science Fair packets with sign up information	Evidence of strategies through Learning Walks, observations and lesson plans classroom observations lesson plans DISD reading level report card insert Meeting minutes Number of students who participated in Science Fair	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
workshop strategies in K-5 classrooms 4. Host a campus Science Fair with the opportunity for K-4 students to participate. All 5th grade students will complete a project. 5. Provide professional learning for campus staff such as district level SALSA, CAFE & Daily 5, Target the TEKS or campus level book studies addressing instructional practices. **Person(s) Responsible:** Principal, Assistant Principal Campus Math and Reading Interventionists DISD curriculum dept All Teachers **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$20,000)							

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Student Progress will be monitored by 1. Use of common assessments developed during grade level PLC Huddles. 2. Utilizing intervention documentation forms for "At Risk" students in grades K-5 to track academic progress and interventions provided. 3. Providing PLC Huddle time for teachers to analyze assessment data and make educational decisions based on the students common assessments and strengths and weaknesses in all academic areas **Person(s) Responsible:** Principal, Assistant Principal Teachers grades K-5 **Completion Date:** Continual: September 2011-May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Intervention forms student data AWARE Common Assessments	[ ]	[ ]		Pre Assessment results Student Assessment Results Baseline data on each student Monitoring boards in Huddle Room	Post Assessment Results Analysis of the results of the assessments Progress and growth chart	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize the following strategies for student intervention and remediation: 1. 45 minute Daily Prime Time built into campus Master Schedule to address math, reading, writing and science intervention. It will also be used to provide extension/enrichment activities to produce more commended performance scores. 2. Classworks will be utilized for tutoring and remediation in the areas of reading, writing, math and science. 3. 5th grade students who are at-risk will participate in GALS/GUYS Science club 4. After school tutoring will be provided for at risk students to address reading, writing, science and math. 5. Lang. Arts Adoption in combination with Making Meaning materials will be used in grades 2-5 to support guided reading 6. Coordination with Century 21:Communities In Schools program to provide additional support and intervention for high need students. **Person(s) Responsible:** Classroom teachers 5th grade teachers DISD Science curriculum specialists Principal Classroom teachers Classroom teachers grades 2-5 Century 21: Communities In Schools staff	Classworks Computers GALS/GUYS CURRICULUM various supporting curricular materials various instructional materials	[ ]	[ ]		Preassessment results District Science, Math & Reading benchmark results Campus designed common assessment results Monitoring boards in Huddle Room	Post assessment results	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement opportunities will include: 1. Conferences with parents will be held during the year for all students. 2. Family Fun Science Night will be held for students to engage in hands on science activities with their families. 3. Math Fiesta Night will be held for students to engage in hands on math activities with their families. 4. TAKS Information Parent Night will be held prior to TAKS testing to clarify state testing policies and procedures. 5. Partnering with campus PTA for parent involvement events. (Ex: Fine Arts Night, Food Around the World, Carnival) **Person(s) Responsible:** Principal, Asst. Principal Classroom Teachers Campus Curriculum Interventionists District Curriculum Dept. University of North Texas PDS Interns Campus PTA **Completion Date:** Sept. 2011 - May 2012 **Benchmark Timeline:** [ ] Initial (Beginning)	1. Student work and Conference Documentation Forms 2. District FFSN materials from Curriculum Dept. 3. Materials and resources provided by University of North Texas PDS program. Additional supplies and materials needed for activities such as straws, soap, corn starch	[ ]	[ ]		Documented parent contact Invitational flyer sent home with students Teacher Newsletters	Notes from parent meetings Number of students and parents that attend evening activities	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
[X] Interim (Formative) [X] Final (Summative)								

Campus Improvement Plan
Evers Park Elementary School

WIG 2

Develop CHAMPS management philosophy (Voice Levels, Common Vocabulary, Common Expectations) and a student success focused culture throughout campus to decrease student discipline referrals, increase student engagement and increase staff satisfaction of student management indicated in SAAP.

Greater than 70% of staff will indicate satisfaction of student management by end of 2011-2012 school year as reflected in end of year survey.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide "Bully Busters" staff development for all staff members. **Person(s) Responsible:** Counselor Principal, Asst. Principal **Completion Date:** November 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Bully Busters handouts and folder	[ ]	[ ]		Staff Enrollment Sign in sheet	Written reflections of participants Reduction of "bullying" referrals during school year	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Mission, Vision and Commitments will be revisited, adjusted, agreed upon and posted throughout the school. **Person(s) Responsible:** All campus staff Principal, Asst. Principal **Completion Date:** September 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Sign in sheet Mission, Vision and Commitments created	Mission, Vision and Commitments posted throughout the school	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Fostering a campus culture in all classrooms that will build and encourage positive relationships and interpersonal skills to the benefit of all students. Recognition of students and teachers for displaying examples of community. Campus book study & discussion groups using Anthony Muhammad's "Transforming School Culture" **Person(s) Responsible:** All staff members **Completion Date:** September 2011-May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Transforming School Culture books ($--------)	[ ]	[ ]		Morning Announcements, Wall of Excellence Book Study Calendar & Discussion Questions	Wall of Excellence (Eagles SOAR) Campus observations & end of year teacher survey	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement a school wide positive reinforcement / recognition activity for all students. (SOARing Eagles Wall) **Person(s) Responsible:** Principal, Asst. Principal All staff members **Completion Date:** September 2011-May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Die-cuts	[ ]	[ ]		Morning Announcements, Wall of Excellence	Wall of Excellence (Eagles SOAR)	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All staff and parents will participate in a survey to indicate the effectiveness of campus student management **Person(s) Responsible:** Principal, Assistant Principal, Counselor **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Survey developed and administered. Bilingual department for translation of survey	[ ]	[ ]		Completed survey questions	Analysis of survey results	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Evers Park Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region Xl workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Gabriela Armijo
2) Classroom Teacher	Carrie Martin
3) Classroom Teacher	Gayla Bridges
4) Classroom Teacher	Suzan Booker
5) Classroom Teacher	Margaret Anzelmo
6) Classroom Teacher	Donna Zellmer
7) Campus-based Nonteaching Professional	Jane Smith
8) Campus-based Paraprofessional and Operations Staff	
9) District-level Professional	Chris Shade
10) Parent	
11) Parent	
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1			

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: GINNINGS EL

Campus #: 061901110

2011 Accountability Rating: Recognized

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	91%	90%	93%	92%	86%	*	*	*	*	> 99%	91%	83%
	2010	92%	97%	96%	95%	> 99%	96%	93%	*	*	*	*	75%	95%	95%
Mathematics	2011	88%	93%	91%	90%	86%	84%	95%	*	*	*	*	86%	85%	91%
	2010	87%	93%	91%	92%	80%	93%	93%	*	*	*	*	75%	90%	> 99%
All Tests	2011	83%	91%	84%	84%	79%	81%	87%	*	*	*	*	88%	81%	83%
	2010	84%	92%	87%	89%	80%	89%	91%	*	*	*	*	63%	88%	95%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	84%	*	79%	*	79%	*	*	*	*	*	*	77%	79%
	2010	85%	88%	*	63%	*	63%	*	*	*	*	*	*	63%	63%
Mathematics	2011	77%	81%	*	73%	*	73%	*	*	*	*	*	*	71%	73%
	2010	74%	78%	*	< 1%	*	< 1%	*	*	*	*	*	*	< 1%	< 1%
All Tests	2011	78%	79%	*	73%	*	73%	*	*	*	*	*	*	71%	73%
	2010	75%	77%	*	< 1%	*	< 1%	*	*	*	*	*	*	< 1%	< 1%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	86%	85%	73%	82%	91%	*	*	*	*	50%	82%	68%
	2010	86%	91%	90%	86%	90%	77%	97%	*	*	*	*	78%	81%	75%
Mathematics	2011	89%	94%	91%	92%	73%	91%	98%	*	*	*	*	63%	90%	88%
	2010	89%	92%	90%	90%	70%	87%	> 99%	*	*	*	*	78%	85%	95%
Writing	2011	91%	94%	90%	78%	73%	78%	80%	*	*	*	*	50%	75%	76%
	2010	92%	93%	93%	86%	70%	85%	92%	*	*	*	*	78%	79%	80%
All Tests	2011	78%	86%	76%	69%	45%	63%	80%	*	*	*	*	13%	63%	50%
	2010	78%	83%	80%	76%	60%	69%	89%	*	*	*	*	44%	67%	65%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	85%	*	71%	*	71%	*	*	*	*	*	*	71%	71%
	2010	83%	82%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	74%	78%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	73%	69%	*	*	*	*	*	*	*	*	*	*	*	*
Writing	2011	93%	98%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	94%	97%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	75%	79%	*	63%	*	63%	*	*	*	*	*	*	63%	63%
	2010	73%	70%	*	*	*	*	*	*	*	*	*	*	*	*

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	88%	92%	> 99%	87%	94%	*	*	*	*	78%	86%	73%
	2010	86%	91%	87%	78%	56%	73%	85%	*	*	*	*	83%	72%	50%
Mathematics	2011	86%	92%	88%	89%	90%	87%	91%	*	*	*	*	78%	86%	83%
	2010	86%	92%	88%	82%	56%	77%	89%	*	*	*	*	67%	77%	75%
Science	2011	86%	92%	87%	88%	90%	81%	94%	*	*	*	*	67%	79%	55%
	2010	87%	90%	90%	88%	78%	81%	93%	*	*	*	*	50%	81%	88%
All Tests	2011	76%	85%	78%	83%	90%	76%	88%	*	*	*	*	67%	76%	58%
	2010	75%	82%	77%	65%	33%	55%	76%	*	*	*	*	33%	53%	50%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	89%	89%	89%	86%	91%	*	*	*	*	81%	86%	76%
	2010	90%	93%	92%	91%	86%	86%	96%	*	n/a	n/a	n/a	77%	89%	82%
Mathematics	2011	84%	88%	91%	91%	86%	87%	97%	*	> 99%	*	*	81%	87%	84%
	2010	84%	88%	90%	87%	72%	81%	94%	*	n/a	n/a	n/a	73%	83%	82%
Writing	2011	92%	94%	90%	80%	73%	82%	80%	*	*	*	*	50%	77%	82%
	2010	93%	95%	93%	86%	73%	85%	92%	*	n/a	n/a	n/a	78%	79%	80%
Science	2011	83%	84%	86%	88%	90%	81%	94%	*	*	*	*	67%	79%	55%
	2010	82%	86%	90%	88%	78%	81%	93%	*	n/a	n/a	n/a	50%	81%	88%
All Tests	2011	76%	81%	80%	78%	71%	72%	85%	*	> 99%	*	*	54%	71%	61%
	2010	76%	81%	84%	79%	63%	68%	90%	*	n/a	n/a	n/a	50%	73%	65%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	36%	34%	23%	27%	44%	*	*	*	*	12%	28%	20%
	2010	32%	38%	35%	32%	11%	19%	46%	*	*	*	*	14%	23%	18%
Mathematics	2011	29%	32%	34%	36%	23%	35%	37%	*	80%	*	*	< 1%	29%	25%
	2010	28%	31%	33%	36%	18%	27%	48%	*	*	*	*	14%	25%	18%
Writing	2011	31%	39%	26%	16%	18%	9%	20%	*	*	*	*	< 1%	11%	11%
	2010	32%	36%	28%	24%	10%	15%	35%	*	*	*	*	22%	21%	20%
Science	2011	30%	33%	46%	46%	40%	30%	64%	*	*	*	*	< 1%	28%	< 1%
	2010	28%	30%	49%	44%	11%	24%	59%	*	*	*	*	17%	37%	25%
All Tests	2011	16%	19%	19%	18%	9%	15%	22%	*	80%	*	*	< 1%	12%	10%
	2010	15%	17%	18%	16%	< 1%	7%	25%	*	*	*	*	4%	7%	7%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	96%	92%	*	83%	*	*	*	*	*	92%	92%	83%
	2010	85%	88%	94%	89%	*	*	*	*	*	*	*	89%	89%	*
Mathematics	2011	77%	83%	93%	93%	*	83%	> 99%	*	*	*	*	93%	93%	83%
	2010	75%	79%	88%	70%	*	*	*	*	*	*	*	70%	67%	*
Writing	2011	80%	88%	88%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	94%	83%	*	*	*	*	*	*	*	83%	80%	*
Science	2011	60%	60%	60%	71%	*	*	*	*	*	*	*	71%	71%	*
	2010	58%	58%	50%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	71%	69%	*	71%	60%	*	*	*	*	69%	73%	71%
	2010	64%	69%	80%	55%	*	*	*	*	*	*	*	55%	44%	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
All Tests	2010	93%	96%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	> 99%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	99.8%	99.3%	100.0%	99.2%	99.2%	*	100.0%	-	*	100.0%	100.0%	97.1%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	92.8%	92.5%	88.6%	93.0%	92.6%	*	100.0%	-	*	25.9%	91.8%	87.0%
Not on TAKS	7.6%	7.6%	7.1%	6.8%	11.4%	6.3%	6.6%	*	0.0%	-	*	74.1%	8.2%	10.1%
TAKS(Acc) Only	2.4%	2.1%	1.6%	1.4%	2.9%	1.6%	0.8%	*	0.0%	-	*	14.8%	1.0%	1.4%
TAKS-M Only	3.1%	3.4%	3.3%	4.1%	8.6%	3.9%	3.3%	*	0.0%	-	*	44.4%	5.6%	7.2%
TAKS-Alt Only	0.9%	0.7%	0.7%	0.7%	0.0%	0.0%	1.6%	*	0.0%	-	*	7.4%	0.5%	0.0%
Combination	1.3%	1.4%	1.4%	0.7%	0.0%	0.8%	0.8%	*	0.0%	-	*	7.4%	1.0%	1.4%
By Acct Status														
Acct System	94.0%	95.7%	93.4%	96.6%	100.0%	96.9%	95.1%	*	100.0%	-	*	96.3%	97.4%	97.1%
Non-Acct System	4.6%	3.5%	6.2%	2.7%	0.0%	2.3%	4.1%	*	0.0%	-	*	3.7%	2.6%	0.0%
Mobile	4.6%	3.5%	6.2%	2.7%	0.0%	2.3%	4.1%	*	0.0%	-	*	3.7%	2.6%	0.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.3%	0.7%	0.0%	0.8%	0.8%	*	0.0%	-	*	0.0%	0.0%	2.9%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.0%	0.7%	0.0%	0.8%	0.8%	*	0.0%	-	*	0.0%	0.0%	2.9%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	259	292	35	128	122	1	5	0	1	27	196	69
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.6%	99.6%	100.0%	100.0%	100.0%	*	*	*	-	100.0%	99.4%	98.2%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	91.3%	93.9%	88.2%	95.1%	95.6%	*	*	*	-	36.0%	91.8%	91.2%
Not on TAKS	7.8%	7.7%	8.1%	5.7%	11.8%	4.9%	4.4%	*	*	*	-	64.0%	7.6%	7.0%
TAKS(Acc) Only	2.3%	1.8%	1.4%	1.1%	2.9%	1.0%	0.7%	*	*	*	-	12.0%	0.6%	1.8%
TAKS-M Only	3.3%	3.8%	3.9%	3.6%	5.9%	3.9%	2.2%	*	*	*	-	40.0%	5.8%	5.3%
TAKS-Alt Only	0.8%	0.7%	0.0%	0.7%	2.9%	0.0%	0.7%	*	*	*	-	8.0%	1.2%	0.0%
Combination	1.3%	1.3%	1.3%	0.4%	0.0%	0.0%	0.7%	*	*	*	-	4.0%	0.0%	0.0%
By Acct Status														
Acct System	90.0%	91.0%	88.9%	88.9%	76.5%	91.2%	92.0%	*	*	*	-	52.0%	85.4%	91.2%
Non-Acct System	8.6%	8.1%	10.6%	10.8%	23.5%	8.8%	8.0%	*	*	*	-	48.0%	14.0%	7.0%
Mobile	4.4%	3.6%	6.1%	6.5%	14.7%	4.9%	5.1%	*	*	*	-	0.0%	7.0%	1.8%
Non-Acct Test	4.2%	4.5%	4.5%	4.3%	8.8%	3.9%	2.9%	*	*	*	-	48.0%	7.0%	5.3%
Not Tested	1.4%	0.9%	0.5%	0.4%	0.0%	0.0%	0.0%	*	*	*	-	0.0%	0.6%	1.8%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.3%	0.4%	0.0%	0.0%	0.0%	*	*	*	-	0.0%	0.6%	1.8%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	227	279	34	102	137	1	3	1	0	25	171	57

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	47%	43%	*	44%	*	*	*	*	*	*	43%	33%
	2010	50%	53%	50%	41%	*	40%	44%	*	*	*	*	*	40%	*
Mathematics	2011	42%	43%	55%	48%	50%	44%	50%	*	*	*	*	50%	47%	*
	2010	45%	52%	55%	44%	33%	30%	70%	*	*	*	*	75%	45%	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	91	69	*	85	*	*	*	*	*	*	69	88
	2010	86	90	101	99	*	85	108	*	*	*	*	*	110	*
Mathematics	2011	64	66	79	75	111	66	*	*	*	*	*	*	79	*
	2010	70	77	84	66	*	68	76	*	*	*	*	*	65	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	13%	8%	< 1%	13%	6%	*	*	*	*	22%	14%	27%
	2010	15%	10%	13%	22%	44%	27%	15%	*	*	*	*	17%	28%	50%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	94%	95%	> 99%	92%	97%	*	*	*	*	> 99%	92%	82%
	2010	92%	96%	95%	95%	75%	95%	98%	*	*	*	*	*	95%	88%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	13%	11%	10%	13%	9%	*	*	*	*	22%	14%	17%
	2010	14%	9%	13%	18%	44%	23%	11%	*	*	*	*	33%	23%	25%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	94%	95%	> 99%	92%	97%	*	*	*	*	> 99%	92%	83%
	2010	92%	95%	94%	88%	75%	86%	91%	*	*	*	*	*	88%	88%
English Language Learners Progress Indicator															
2010-11		80%	86%	85%	77%	*	75%	*	*	> 99%	*	*	63%	76%	72%
2009-10		79%	85%	86%	82%	*	80%	*	*	*	*	*	*	81%	79%
Attendance Rate @															
2009-10		95.5%	95.9%	96.3%	96.2%	97.2%	96.6%	95.7%	*	*	-	*	94.7%	96.0%	97.2%
2008-09		95.6%	95.9%	96.6%	96.4%	97.3%	97.3%	95.6%	*	n/a	n/a	n/a	94.8%	96.7%	97.7%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		597	100.0%	19,388	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.3%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	4.6%	3.0%	4.5%
	Kindergarten	123	20.6%	12.1%	8.5%	7.6%
	Grade 1	84	14.1%	12.7%	8.5%	7.9%
	Grade 2	96	16.1%	12.5%	8.8%	7.7%
	Grade 3	100	16.8%	16.8%	8.5%	7.6%
	Grade 4	107	17.9%	21.2%	7.9%	7.6%
	Grade 5	87	14.6%	14.9%	7.9%	7.6%
	Grade 6	0	0.0%	4.0%	7.2%	7.4%
	Grade 7	0	0.0%	0.5%	7.1%	7.3%
	Grade 8	0	0.0%	0.4%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	71	11.9%	9.8%	11.6%	12.9%
	Hispanic	257	43.0%	47.8%	30.8%	50.3%
	White	254	42.5%	37.0%	52.9%	31.2%
	Native American	4	0.7%	0.4%	0.9%	0.5%
	Asian	8	1.3%	2.6%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.1%	0.1%	0.1%
	Two or More Races	3	0.5%	2.2%	1.2%	1.6%
Economically Disadvantaged		400	67.0%	66.9%	41.5%	59.2%
Limited English Proficient (LEP)		153	25.6%	17.1%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		2	0.3%	0.3%	1.3%	1.9%
At-Risk		306	51.3%	44.5%	35.1%	46.3%
Mobility (2009-10)		88	17.1%	16.0%	17.1%	18.2%
Number of Students per Teacher		13.4	n/a	14.8	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	1.2%	4.0%	2.1%	2.3%	12.5%	12.6%	14.3%	10.7%
Grade 1	0.0%	4.2%	1.5%	4.7%	0.0%	7.9%	8.5%	8.9%
Grade 2	0.0%	2.6%	0.8%	2.8%	16.7%	2.2%	3.8%	4.1%
Grade 3	1.1%	1.7%	1.1%	2.0%	0.0%	0.9%	1.4%	1.8%
Grade 4	0.0%	0.7%	0.1%	1.1%	0.0%	1.1%	0.4%	0.9%
Grade 5	0.0%	0.9%	0.4%	1.3%	0.0%	0.9%	2.0%	1.3%
Grade 6	-	0.0%	0.1%	0.7%	-	1.7%	3.7%	1.2%
Grade 7	-	0.0%	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	0.0%	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	20.6	19.9	18.8	19.0
	Grade 1	18.4	19.3	18.9	18.9
	Grade 2	17.7	19.4	18.8	18.8
	Grade 3	19.9	19.3	19.1	18.8
	Grade 4	21.2	19.1	20.3	19.0
	Grade 5	21.1	21.8	21.9	21.4
	Grade 6	-	23.7	20.9	20.7
	Mixed Grades	16.7	33.7	19.2	23.9
Secondary:	English/Language Arts	-	22.8	20.4	17.3
	Foreign Languages	-	13.5	18.8	19.0
	Mathematics	-	23.8	19.4	17.9
	Science	-	24.1	22.9	19.0
	Social Studies	-	24.0	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	59.6	100.0%	100.0%	100.0%	100.0%
Professional Staff:	52.6	88.3%	83.1%	72.3%	63.4%
Teachers	44.7	75.0%	71.9%	56.2%	50.5%
Professional Support	5.9	9.9%	7.2%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	3.4%	4.0%	2.7%	2.8%
Educational Aides:	7.0	11.7%	16.9%	7.9%	9.5%
Total Minority Staff:	13.5	22.6%	20.9%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	3.3%	6.5%	9.3%
Hispanic	6.7	15.0%	12.9%	11.7%	23.7%
White	35.0	78.2%	82.0%	78.4%	63.9%
American Indian	2.0	4.5%	0.4%	0.8%	0.4%
Asian	0.0	0.1%	0.8%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.1%	0.1%
Two or More Races	1.0	2.2%	0.6%	2.1%	1.3%
Males	5.0	11.2%	6.2%	24.0%	23.2%
Females	39.7	88.8%	93.8%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	3.9	8.7%	5.9%	4.8%	6.0%
1-5 Years Experience	13.1	29.4%	29.6%	31.8%	30.0%
6-10 Years Experience	10.0	22.4%	18.4%	22.7%	21.1%
11-20 Years Experience	7.7	17.2%	26.1%	25.5%	25.0%
0ver 20 Years Experience	10.0	22.4%	20.0%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.2 yrs.	11.9 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	5.6 yrs.	8.6 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$47,004	$39,124	$45,521	$41,272
1-5 Years Experience	$47,138	$41,570	$47,448	$44,013
6-10 Years Experience	$47,476	$43,443	$48,287	$46,604
11-20 Years Experience	$52,061	$47,582	$51,852	$50,476
Over 20 Years Experience	$62,585	$54,370	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$51,506	$45,898	$51,120	$48,638
Professional Support	$52,956	$51,071	$55,177	$57,045
Campus Administration (School Leadership)	$67,146	$66,865	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	1.7	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$3,885,078	100.0%	$7,038	$4,422,127	100.0%	$8,011	$112,078,104	100.0%	$6,036
Instruction (11,95)	$2,868,904	73.8%	$5,197	$3,177,730	71.9%	$5,757	$84,970,165	75.8%	$4,576
Instructional-Related Services (12,13)	$169,554	4.4%	$307	$188,370	4.3%	$341	$3,909,671	3.5%	$211
Instructional Leadership (21)	$58,245	1.5%	$106	$58,245	1.3%	$106	$1,350,963	1.2%	$73
School Leadership (23)	$215,273	5.5%	$390	$216,635	4.9%	$392	$7,395,011	6.6%	$398
Support Services-Student (31,32,33)	$238,604	6.1%	$432	$248,241	5.6%	$450	$5,225,811	4.7%	$281
Other Campus Costs (35,36,51,52,53)	$334,498	8.6%	$606	$532,906	12.1%	$965	$9,226,483	8.2%	$497
By Program:									
Total Operating Expenditures	$3,550,580	100.0%	$6,432	$3,855,421	100.0%	$6,984	$102,358,532	100.0%	$5,513
Bilingual/ESL Education (25)	$169,778	4.8%	$308	$169,778	4.4%	$308	$4,480,273	4.4%	$241
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$14,654	0.0%	$1
Accelerated Education (24,30)	$122,767	3.5%	$222	$416,991	10.8%	$755	$15,673,248	15.3%	$844
Gifted & Talented Education (21)	$106,071	3.0%	$192	$106,071	2.8%	$192	$1,086,934	1.1%	$59
Regular Education (11)	$2,492,145	70.2%	$4,515	$2,492,145	64.6%	$4,515	$67,248,976	65.7%	$3,622
Special Education (23)	$659,819	18.6%	$1,195	$670,436	17.4%	$1,215	$13,818,547	13.5%	$744
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$1,198	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$34,702	0.0%	$2

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	154	25.8%	16.7%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	48	8.0%	4.8%	8.7%	7.7%
Special Education	49	8.2%	8.5%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	7.4	16.6%	7.3%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.6%	4.0%
Compensatory Education	4.2	9.3%	5.0%	5.0%	2.9%
Gifted & Talented Education	1.0	2.2%	0.8%	1.7%	1.9%
Regular Education	27.0	60.3%	78.4%	68.0%	73.4%
Special Education	5.1	11.5%	8.5%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% Econ	% Hispanic	% White	% LEP	% Mobility	% Afr_Amer
004901101		FULTON 4-5 LEARNING CENT	ARANSAS COUNTY ISD	67.7	41.2	53.1	5.1	19.5	1.5
007905103		PLEASANTON EL	PLEASANTON ISD	67.4	71.6	27.3	3.4	12.3	0.0
020901107		WALT DISNEY EL	ALVIN ISD	66.9	50.3	40.1	15.9	21.5	4.8
043911101		LACY ELEMENTARY	PRINCETON ISD	66.7	41.5	47.7	25.6	15.8	7.6
043911103		GODWIN EL	PRINCETON ISD	66.1	30.8	62.9	12.5	16.3	2.0
044902101		WELLINGTON EL	WELLINGTON ISD	67.8	51.6	45.2	14.5	16.8	1.8
045902101		COLUMBUS EL	COLUMBUS ISD	66.2	42.2	41.9	16.0	10.3	12.5
057914121		SHAW EL	MESQUITE ISD	66.3	42.4	22.4	22.4	17.8	26.2
057916104		GREENWOOD HILLS EL	RICHARDSON ISD	66.6	61.1	23.6	38.1	26.0	9.6
057916111		RICHARDSON HEIGHTS EL	RICHARDSON ISD	66.3	50.8	27.6	43.7	13.4	13.0
057916116		WALLACE EL	RICHARDSON ISD	66.7	36.1	25.3	32.3	20.7	25.3
061901110	>	GINNINGS EL	DENTON ISD	67.0	43.0	42.5	25.6	17.1	11.9
068901116		EL MAGNET AT MILAM EL	ECTOR COUNTY ISD	67.6	62.6	29.6	17.8	12.6	5.9
070903105		JACK LUMMUS INT	ENNIS ISD	67.6	52.7	35.3	5.0	9.7	10.4
072901101		THREE WAY EL	THREE WAY ISD	67.6	67.6	29.4	19.1	20.9	1.5
084901106		HUGHES ROAD EL	DICKINSON ISD	66.1	45.3	28.1	16.3	26.0	23.0
101846002		HARMONY SCHOOL OF INNOVA	HARMONY SCIENCE ACADEMY	66.0	30.4	19.9	14.0	15.0 **	16.9
102903103		WASKOM EL	WASKOM ISD	67.0	26.9	52.2	20.1	14.8	16.7
112901105		TRAVIS EL	SULPHUR SPRINGS ISD	66.0	35.7	51.3	26.9	14.0	7.1
116903104		ALBERT C WILLIAMS EL	COMMERCE ISD	67.9	18.2	56.7	8.9	15.4	17.6
126903101		ADAMS EL	CLEBURNE ISD	66.9	35.6	56.9	22.5	16.6	3.9
129903101		PHILLIPS ELEMENTARY	KAUFMAN ISD	66.2	39.2	50.3	22.4	8.9	7.9
133903101		DANIELS EL	KERRVILLE ISD	67.4	53.0	41.7	12.3	16.1	1.7
133903103		NIMITZ EL	KERRVILLE ISD	66.4	48.0	47.8	5.4	10.8	1.2
152901192		CENTENNIAL EL	LUBBOCK ISD	67.4	51.8	23.9	3.9	17.0	18.1
161914116		MOUNTAINVIEW EL	WACO ISD	67.6	36.3	43.2	10.2	17.0	17.9
165901101		BONHAM EL	MIDLAND ISD	66.7	63.3	30.6	15.6	22.5	5.4
177902104		SWEETWATER INT	SWEETWATER ISD	67.1	52.9	38.7	2.9	11.9	6.1
205902101		AUSTIN EL	GREGORY-PORTLAND ISD	67.3	75.2	20.8	6.1	15.4	1.8
211902102		MARY ALLEN EL	STRATFORD ISD	68.0	63.6	34.8	31.6	13.4	0.0
212910103		WINONA INT	WINONA ISD	66.0	22.9	58.3	3.5	18.4	16.0
220902105		ALLIENE MULLENDORE EL	BIRDVILLE ISD	67.9	30.4	55.5	13.6	16.2	6.8
221901151		THOMAS EL	ABILENE ISD	66.5	45.7	40.7	4.3	16.6	8.9
226903112		GLENMORE EL	SAN ANGELO ISD	67.6	58.2	31.3	6.4	22.7	4.7
227901113		CUNNINGHAM EL	AUSTIN ISD	67.6	56.9	23.8	14.4	15.5	10.1
227901173		CASEY EL	AUSTIN ISD	68.1	66.6	19.3	18.3	14.6	8.3
235902104		GUADALUPE EL	VICTORIA ISD	68.0	55.7	40.2	4.9	23.1	1.6
236902101		STEWART EL	HUNTSVILLE ISD	66.9	47.3	33.4	31.2	13.0	16.2
244903104		SHIVE EL	VERNON ISD	66.1	37.2	49.6	5.6	12.7	9.1
246902101		FLORENCE EL	FLORENCE ISD	67.3	44.7	49.4	25.5	15.9	1.3
246906103		COTTONWOOD CREEK EL	HUTTO ISD	66.3	65.2	25.0	45.0	13.9	6.6
		Group Average		66.9	47.8	37.0	17.1	16.0	9.8

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
FULTON 4-5 LEARNING	384	624	672	97	48	Q2	387	622	693	93	71	Q1
PLEASANTON EL	243	614	642	69	28	Q4	243	593	674	118	81	Q1
WALT DISNEY EL	254	638	678	83	40	Q2	249	646	712	97	66	Q2
LACY ELEMENTARY	107	684	700	94	17	Q4	107	663	696	89	33	Q4
GODWIN EL	139	632	688	76	56	Q1	141	592	650	75	57	Q2
WELLINGTON EL	63	668	692	372	24	Q4	62	666	699	-	33	Q4
COLUMBUS EL	185	633	663	80	30	Q3	186	635	656	65	21	Q4
SHAW EL	292	657	694	68	37	Q3	294	655	713	71	58	Q2
GREENWOOD HILLS EL	106	670	725	79	54	Q1	111	690	768	102	78	Q1
RICHARDSON HEIGHTS E	124	677	717	105	40	Q2	129	691	751	124	60	Q2
WALLACE EL	154	681	725	81	44	Q2	158	672	744	76	72	Q1
> GINNINGS EL	169	637	672	69	34	Q3	162	631	687	75	57	Q2
EL MAGNET AT MILAM E	226	638	674	63	36	Q3	226	627	668	80	41	Q4
JACK LUMMUS INT	613	661	690	68	28	Q4	611	656	686	44	30	Q4
THREE WAY EL	25	674	727	62	52	Q1	25	680	727	55	47	Q3
HUGHES ROAD EL	103	618	662	90	43	Q2	102	583	677	110	94	Q1
HARMONY SCHOOL OF IN	339	711	760	92	49	Q1	339	686	728	78	42	Q3
WASKOM EL	53	622	642	-	20	Q4	53	578	617	78	39	Q4
TRAVIS EL	95	633	647	69	14	Q4	97	596	641	68	46	Q3
ALBERT C WILLIAMS EL	193	613	666	89	54	Q1	193	597	649	57	53	Q3
ADAMS EL	138	652	682	92	30	Q3	137	633	668	44	35	Q4
PHILLIPS ELEMENTARY	256	627	659	86	32	Q3	274	589	653	96	64	Q2
DANIELS EL	154	673	710	93	36	Q3	151	670	718	71	48	Q3
NIMITZ EL	144	677	721	129	44	Q2	144	651	694	111	44	Q3
CENTENNIAL EL	167	624	676	98	52	Q1	166	593	645	62	52	Q3
MOUNTAINVIEW EL	61	660	711	88	51	Q1	63	610	702	126	93	Q1
BONHAM EL	211	607	675	92	68	Q1	213	585	660	99	74	Q1
SWEETWATER INT	275	662	702	132	40	Q2	273	649	712	140	63	Q2
AUSTIN EL	54	647	658	151	11	Q4	56	611	653	4	42	Q3
MARY ALLEN EL	33	631	619	-	-12	Q4	33	591	622	25	31	Q4
WINONA INT	112	628	677	124	49	Q1	113	593	653	100	60	Q2
ALLIENE MULLENDORE E	107	649	696	103	47	Q2	107	600	660	81	60	Q2
THOMAS EL	145	639	675	101	36	Q3	150	633	689	112	56	Q3
GLENMORE EL	97	651	702	185	52	Q1	95	650	716	99	66	Q2
CUNNINGHAM EL	115	620	676	124	56	Q1	115	595	667	71	72	Q1
CASEY EL	163	640	673	120	33	Q3	165	611	685	87	74	Q1
GUADALUPE EL	29	649	693	-2	43	Q2	29	625	661	45	36	Q4
STEWART EL	107	618	650	44	32	Q3	107	587	638	64	51	Q3
SHIVE EL	299	625	673	100	49	Q1	299	616	680	101	64	Q2
FLORENCE EL	103	616	644	47	27	Q4	102	604	657	64	53	Q3
COTTONWOOD CREEK EL	149	632	655	73	22	Q4	152	593	664	79	71	Q1
Group Average	161	644	684	87	39	--	162	629	685	80	56	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Ginnings Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Ginnings Elementary School's Mission Statement

The mission of Ginnings Elementary is to work together to provide a safe environment that empowers all to be successful life-long learners. OUR VISION We believe that the most promising strategy for achieving the mission of Ginnings Elementary is to develop our capacity to function as a Professional Learning Community. We envision a school in which staff: unite to achieve a common purpose and clear goals; work together in collaborative teams; seek and implement best practices for improving student achievement on a continuous basis; monitor each student's progress on a continuing basis; demonstrate a personal commitment to the academic success and general well-being of all students COMMITMENTS In order to achieve the vision of a school that functions as a Professional Learning Community, Ginnings staff have made the following collective commitments: Align and utilize state TEKS and DISD Curriculum Resources for Instruction; Use data analysis to target specific instructional areas of need; Engage in meaningful, job-embedded staff development to enhance professional skills; Provide parents with resources, strategies, and information to help children succeed; Utilize a variety of programs and instructional strategies to promote the academic, physical, social, and emotional success for all students; Develop and implement local common assessments using a variety of formats including, but not limited to state testing format, oral assessments, performance-based assessments, and running records; Share ownership of all students' academic and social learning.

Board Goals

Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

Ginnings Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	92	96	40	83	89	41		
3	AA	12	100	25	14	93	36		
3	Hispanic	30	97	27	26	92	31		
3	White	49	94	51	39	85	46		
3	Eco. Dis.	64	95	36	55	89	36		
3	SPED	7	71	29	6	100	17		
3	LEP C	19	95	32	10	80	60		
3	LEP M1								
3	LEP M2								
4	All	84	87	36	92	84	24		
4	AA	10	90	20	11	73	9		
4	Hispanic	37	76	19	38	82	11		
4	White	35	97	57	42	88	38		
4	Eco. Dis.	42	81	19	65	82	18		
4	SPED	3			4				
4	LEP C	18	72	17	20	70	5		
4	LEP M1								
4	LEP M2								
5	All	79	94	22	76	95	46		
5	AA	8	75	0	7	100	14		
5	Hispanic	22	95	9	36	92	44		
5	White	48	96	31	32	97	53		
5	Eco. Dis.	43	93	14	41	90	37		
5	SPED	2			1				
5	LEP C	8	88	0	9	78	11		
5	LEP M1								
5	LEP M2								

Ginnings Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	84	87	23	90	79	17		
4	AA	10	80	10	11	73	18		
4	Hispanic	37	84	16	36	78	8		
4	White	35	91	31	42	81	21		
4	Eco. Dis.	43	79	21	65	74	11		
4	SPED	2			4				
4	LEP C	18	78	22	19	74	11		
4	LEP M1								
4	LEP M2								

Ginnings Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	92	91	26	81	88	36		
3	AA	12	83	8	13	85	31		
3	Hispanic	30	90	10	26	81	35		
3	White	49	94	39	38	92	37		
3	Eco. Dis.	64	89	16	52	81	31		
3	SPED	7	71	29	3				
3	LEP C	19	100	16	10	90	60		
3	LEP M1								
3	LEP M2								
4	All	84	87	50	95	91	28		
4	AA	10	60	40	11	73	18		
4	Hispanic	37	86	38	41	90	32		
4	White	35	97	66	42	95	26		
4	Eco. Dis.	42	83	40	68	90	26		
4	SPED	3			3				
4	LEP C	18	94	22	23	91	26		
4	LEP M1								
4	LEP M2								
5	All	78	90	38	77	95	56		
5	AA	8	75	13	7	100	29		
5	Hispanic	22	86	41	36	92	56		
5	White	47	94	43	32	97	59		
5	Eco. Dis.	43	91	33	42	90	45		
5	SPED	1			1				
5	LEP C	8	88	38	10	80	30		
5	LEP M1								
5	LEP M2								

Ginnings Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	79	92	44	74	89	51		
5	AA	9	89	22	7	100	57		
5	Hispanic	21	86	24	35	80	31		
5	White	48	96	56	30	97	70		
5	Eco. Dis.	42	88	40	41	80	34		
5	SPED	1			1				
5	LEP C	8	88	25	9	44	0		
5	LEP M1								
5	LEP M2								

Ginnings Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Ginnings Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AEIS reports (2006-2010)
- PEIMS (eSchool)
- Office referral history (2009-present)
- at risk tracking
- LEP report, lunch report
- entry/withdrawal report
- summary by sex and students served under 504
- students enrolled in EXPO
- overall enrollment
- student discipline report

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

Findings/Analysis

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

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

Strengths

- Diverse student groups
- Families support education (reflected in attendance rates)
- Decrease in transiency
- Variety of sub. pops. In EXPO
- Using current data to drive instructional decisions
- Backpack club to support food needs of students

Needs

- Staff adjustment due to demographic changes of student population
- Having the staff background might help us to more appropriately meet student needs
- May need to better identify the best ways our diverse students learn
- Focus of health, food, and the ability of brain functioning of students
- Differentiated instruction both in presentation and culturally
- Stronger focus on higher ed. for diverse students?
- Higher order thinking skills focus
- Strengthening content foundation

Summary of Needs

- More closely identified staff dynamic to make student make up
- Learning inventories for our students with emphasis on diverse student needs
- Health, food and brain function training, focus, and support for students and families
- Differentiated instruction in all tiers of instruction
- College readiness instruction
- Higher order thinking skill instructional focus in all content by all teachers
- Strengthen tier I instruction

Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- At-risk sheets
- Kathy Richardson results
- TAKS results
- AEIS report

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

Findings/Analysis

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

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

Strengths

- co-teaching, small group instruction
- Common and district assessments
- modifications and accommodations
- Simulation testing
- Brain Gym, adaptive equipment
- PLCs, intervention groupings, small groups, sharing of best practices
- Small staff to student ratio, Paraprofessional support
- Interventionists
- Thinking Maps, WftB

Needs

- Small student to teacher ratio
- Utilize the individual student data to develop individual plans for mastery
- All staff training regarding special education
- Differentiated instruction to meet learning needs
- Need to strengthen our Tier I instruction
- Focus on cultural diversity and specific needs within sub. pops.

Summary of Needs

- Consistent implementation of best practices to strengthen conceptual development of math objectives
- Extend Thinking Maps from vocabulary and relationships level to the writing level of development in all content
- Continue building volume of student reading in both fiction and nonfiction text
- Continued implementation of Comprehension Toolkit, CAFÉ, Daily Five, National Geographic non-fiction readers, Journeys adoptions related to reading improvement
- Continued use of supplemental materials such as Partner Games, Calendar Math, targeted higher order thinking questions to support rigor for new assessment and college readiness
- Creation of appropriate assessments to provide data related to sub. pop. needs so we can strengthen tier I instruction

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Surveys
- Conference information
- Teacher feedback
- Family surveys
- Staff Members/Interviews/Team Input
- Parent Party Surveys
- Parent Involvement Data-volunteers/parents at all events
- Communication Logs submitted by teachers each 6 weeks
- Total PTA Membership

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

Findings/Analysis

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

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

Strengths

- Parent surveys reflect achievement of campus mission (empowering students to be academically successful)
- Students describe our school's climate as safe and welcoming
- Due to classroom management and communication, discipline problems have decreased this year
- Voice messaging system
- CHAMPS training in June 2011
- Assessments and WIGS (alignment)
- Collaboration with community members (ex: The Bridge)
- Staff involvement in events

Needs

- Stronger participation with surveys
- Increased parent involvement in PTA
- Increased parent involvement in school activities
- Improved communication regarding school in general

Summary of Needs

- Surveys after all campus events
- Brainstorming of ideas to get improved information from families
- School wide discipline plan (CHAMPS will be started in 2011)
- Connecting all staff with all students (continued focus on PLC model that is growing at Ginnings)
- Implement additional student involvement opportunities for extra curriculars (ex: GOL program collaboration with secondary)
- Additional mentors and tutors for our students

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AWARE
- Eduphoria
- Workshops
- Staff members

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

Findings/Analysis

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

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

Strengths

- PLCs
- Working collaboratively
- Grade level and campus goals
- Collaborative sharing of goals
- Bilingual staff members
- Staff seeing to learn languages to support students (Rosetta Stone DPSF Grant)
- Staff development (ex: PLC conference)
- Ongoing morale building activities and events

Needs

- Help in improving skills
- Work smarter not harder
- Openness to different ideas for teaching strategies
- Streamlining of instructional programs

Summary of Needs

- Continue to move forward with PLCs and grade level/campus goals.
- Make sure we help those that are new to our campus or who don't understand.
- Always listen to new ideas and be willing to do away with things that are not working.
- Ensuring staff development is integrated and utilized

Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- District Benchmarks
- Common & District Assessments
- TAKS data
- Kathy Richardson
- ELI/SELI
- WftB
- SRI
- AWARE Data
- Observation Surveys
- Rigby, Running Records, DRA

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

Findings/Analysis

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

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

Strengths

- Assessments aligned to the TEKS
- District and common assessments linked to the district scope and sequence/TEKS
- Broad spectrum of assessments provides sampling of student performance on state objectives

Needs

- Cohesive team of interventions
- Inplementation of cooperative learning structures
- Revisit/implement coaching structure
- Team building activities
- Training on Active Participation strategies
- Student journaling, HOTS/questioning
- Differentiation
- Stronger correlation between reading and writing results
- Training on creating common assessments and reverse planning
- Provide targeted assessments where mastery was not demonstrated

Summary of Needs

- Training on active participation strategies
- Coaching model
- Cohesive team of interventionists
- Cooperative learning structures
- Team building activities
- Training on creating common assessments
- Training on reverse planning or "front loading" instruction
- Focus on writing instruction in all content areas to assist in strengthening reading
- Targeting assessments where mastery was not demonstrated
- Assessments that include open-ended questions and students' reflections of their own work

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Parent Parties data
- Fiesta Math Night data
- Family Fun Science Night data
- Parent/Teacher conference data
- Literacy Night data
- Parent Orientation information
- PTA & CLT membership
- Student and Staff Perception Surveys
- Friends of the Family/The Bridge/School Adopters
- Calendar of Events

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

Findings/Analysis

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

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

Strengths

- Variety of involvement opportunities for families and community members
- Range of time frames for events
- Staff involvement in school events
- Parent and student surveys
- Active PTA
- Interesting and helpful topics addressed at school events
- Advertisement of events
- Staff planning for events
- Student give aways/collaboration with community members for donations
- Community presentations for students and parents/Community Involvement/Rockin' Readers

Needs

- Limited student and parent attendance
- Transportation to and from events
- Meals/refreshments at events
- Student/parent incentives for attendance
- Increased parent participation on PTA
- Parent CLT member not present at meetings
- Increased advertisement of events

Summary of Needs

- We need to look at how we can increase student and parent participation for all events
- Working with the Transportation Department to see how we could facilitate easier transportation to and from campus events
- Continue to use all advertising methods available for upcoming events
- Incentives for attendance such as home educational resources and refreshments
- Volunteer sheet spreadsheet from PTA for teachers
- Guidance lessons collaborated with parent volunteer support for Spanish translations
- Extend volunteer reading support to include volunteer math support

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Parent surveys
- Parent communication this year
- Reading Recovery and Bilingual Aide schedule
- Team make up/leadership roles/informal communication
- Campus committees

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

Findings/Analysis

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

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

Strengths

- Intervention time
- One-on-one tutorials as needed for some students
- Communication through team leads and CLT
- Specific committees to address specific needs
- Parents responses are positive
- Parents welcome contributing input related to the school and their child's education, and this is sought

Needs

- More accurate information on perceptions from staff, students, and parents
- Higher percentage of response on student, staff, parent, and community surveys
- More consistent support in the bilingual classrooms
- More support for reading in 1st grade
- More math support in the lower grades
- Stronger communication within vertical teams
- Improved behavior management in the cafeteria
- Project a positive perception about staff to our entire school community

Summary of Needs

- Closer communication between committees to ensure all decision making bodies are part of solutions to identified problems
- Improved perception data
- Ensure that students' instructional needs are being met in all content areas
- Improved interventionist support in lower grade levels
- Reciprical teaching
- District literacy support
- Learning Walks

Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Staff development history
- Teacher feedback
- STAR Chart
- Infrastructure report

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

Findings/Analysis

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

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

Strengths

- Staff development from the district Technology Department
- Career & Skype Collaboration (Microsoft)
- Technology such as: Mobis, Promethean Boards, computer lab usage
- Increased grant writing
- In class computer access for students
- Distance learning within the campus and world wide

Needs

- Increased use of technology tools
- Follow up regarding technology needs and implementation
- Learning walks via Skype

Summary of Needs

- Family technology access
- Technology integration from a specialist such as our campus Librarian
- Ensure there is a time frame available for technology lessons in the computer lab
- School wires webpage training
- Consistency of technology use and integration across the campus

Comprehensive Needs Assessment Summary of Priority Needs

Demographics:

More closely identified staff dynamic to make student make up
Learning inventories for our students with emphasis on diverse student needs
Health, food and brain function training, focus, and support for students and families
Differentiated instruction in all tiers of instruction
College readiness instruction
Higher order thinking skill instructional focus in all content by all teachers
Strengthen tier I instruction

Student Achievement:

Consistent implementation of best practices to strengthen conceptual development of math objectives
Extend Thinking Maps from vocabulary and relationships level to the writing level of development in all content
Continue building volume of student reading in both fiction and nonfiction text
Continued implementation of Comprehension Toolkit, CAFÉ, Daily Five, National Geographic non-fiction readers, Journeys adoptions related to reading improvement
Continued use of supplemental materials such as Partner Games, Calendar Math, targeted higher order thinking questions to support rigor for new assessment and college readiness
Creation of appropriate assessments to provide data related to sub. pop. needs so we can strengthen tier I instruction

School Culture and Climate:

Surveys after all campus events
Brainstorming of ideas to get improved information from families
School wide discipline plan (CHAMPS will be started in 2011)
Connecting all staff with all students (continued focus on PLC model that is growing at Ginnings)
Implement additional student involvement opportunities for extra curriculars (ex: GOL program collaboration with secondary)
Additional mentors and tutors for our students

Teacher Quality:

Continue to move forward with PLCs and grade level/campus goals.
Make sure we help those that are new to our campus or who don't understand.
Always listen to new ideas and be willing to do away with things that are not working.
Ensuring staff development is integrated and utilized

Curriculum, Instruction and Assessment:

Training on active participation strategies
Coaching model
Cohesive team of interventionists
Cooperative learning structures
Team building activities
Training on creating common assessments
Training on reverse planning or "front loading" instruction
Focus on writing instruction in all content areas to assist in strengthening reading
Targeting assessments where mastery was not demonstrated
Assessments that include open-ended questions and students' reflections of their own work

Family and Community Involvement:

We need to look at how we can increase student and parent participation for all events
Working with the Transportation Department to see how we could facilitate easier transportation to and from campus events
Continue to use all advertising methods available for upcoming events
Incentives for attendance such as home educational resources and refreshments
Volunteer sheet spreadsheet from PTA for teachers
Guidance lessons collaborated with parent volunteer support for Spanish translations
Extend volunteer reading support to include volunteer math support

School Content and Organization:
Closer communication between committees to ensure all decision making bodies are part of solutions to identified problems
Improved perception data
Ensure that students' instructional needs are being met in all content areas
Improved interventionist support in lower grade levels
Reciprical teaching
District literacy support
Learning Walks

Technology:
Family technology access
Technology integration from a specialist such as our campus Librarian
Ensure there is a time frame available for technology lessons in the computer lab
School wires webpage training
Consistency of technology use and integration across the campus

Board Summary
Campus Improvement Plans
2011-12

Ginnings Elementary School

Wildy Important Goals for 2011-12
WIG 1: To increase student achievement in math, ELA and science through improved Tier I instruction campus-wide so that at minimum 80% of our students meet expectations per RTI research by June of 2012 as measured by assessment results, improved mastery from student self-reflection on learning targets, and campus surveys.
WIG 2: To implement and use CHAMPs in common areas of the campus 100% of the instructional day to decrease student behavioral concerns that impact learning. Goal of decreasing discipline issues from 18% to 13% in the 11-12 school year as measured by discipline referrals, student and teacher surveys.
WIG 3: Increase results of our low SES population through differentiated instructional practices to at minimum 80% of our students meeting expectations within Tier I per RtI research by June of 2012 as measured by assessment results and campus surveys.

Campus Improvement Plan
Ginnings Elementary School

WIG 1

To increase student achievement in math, ELA and science through improved Tier I instruction campus-wide so that at minimum 80% of our students meet expectations per RTI research by June of 2012 as measured by assessment results, improved mastery from student self-reflection on learning targets, and campus surveys.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Daily targeted intervention/enrichment time for students to support their grade level targets **Person(s) Responsible:** administration, classroom teachers **Completion Date:** Daily, Sept. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Approximate tutoring materials costs, copies from the Denton ISD Print Shop for STAAR preparation ($500) Approximate tutorial funds needed for substitutes related to science, math, and ELA ($8,000)	[X]	[ ]		Assessment and common assessment scores, Tier I instruction and tutorial results by the teachers	Student targeted improvement and STAAR results	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [X] T [X] A [X] AA [X] C	[ ] RMS [X] P [ ] SBR [X] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will engage in evaluating and tracking their own performance through self-reflection and goal setting focusing on at least one specific learning target each six weeks based on assessment data. **Person(s) Responsible:** classroom teachers, instructional specialists, students **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Examples can include data notebooks, graphing, etc.	[X]	[ ]		Student artifacts, Success Celebrations.	Individualized student progress on self-selected instructional targets, improved assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [ ] PI [X] PCI
Professional Learning Communities **Person(s) Responsible:** administration, classroom teachers, instructional specialists on PLC teams, support staff to cover classes during PLC time **Completion Date:** Weekly, Sept. 2011- May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	1. Personnel to supervise students 2. Books and Materials such as Teach to Your Strengths, 5 Dysfunctions of a Team, Transforming School Culture, CAFE, Daily 5, Comprehension Toolkit, WftB 3. Common assessments 4. Professional Development such as the CAST conference ($115 pp x 10), Region XI Coaching Training ($300 pp x 5), Region XI First Year Teacher Academy ($75 pp x 2), Debbie Diller Math WorkStations Training ($199 pp x 8 teachers), substitutes for Super PLC days ($1000 allotted)	[X]	[ ]		Benchmark assessments, common assessments, PLC minutes, notes	Improved assessments and STAAR results	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [X] T [X] A [X] AA [X] C	[ ] RMS [X] P [ ] SBR [X] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Each grade level and vertical team will develop and track progress on SMART goals with accompanying leads (at minimum focused on math and ELA) **Person(s) Responsible:** classroom teachers, and instructional specialists **Completion Date:** Sept. 2011-May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	tracking of progress per grade level from students, staff, parents	[X]	[ ]		Benchmarks, common assessments, PLC notes	Improved assessments and STAAR results	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [X] T [X] A [X] AA [X] C	[ ] RMS [X] P [X] SBR [X] C [ ] IHQ [ ] PD [ ] PI [X] PCI
We will ensure all staff have necessary instructional materials to meet Tier I instructional objectives **Person(s) Responsible:** administration, classroom teachers, instructional specialists and students **Completion Date:** Sept. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Material needs such as Bilingual Partner Games for added bilingual sections ($53), Bridges math components ($1100), Calendar math needs ($350 x 2), RUBIES/UPS check campus wide implementation, CAFE/Daily 5/Comprehension Toolkit, WftB materials needs such as training, books, resources, SS Weekly ($5 per student x 94)	[X]	[ ]		Learning walks, PDAS evaluations, lesson plans, vertical team meeting needs/notes, instructional specialists' campus inventories/research based needs	Improved assessment results, STAAR	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [ ] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus-wide implementation of journaling in all content areas K-5th grade **Person(s) Responsible:** administration, classroom teachers, instructional specialists **Completion Date:** Sept. 2011- May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	student self reflection, journals, possible training from campus instructional specialists regarding mastering of target objectives and student self reflection tools/data	[X]	[ ]		Learning Walks, PDAS Evaluations, Lesson Plans, Ongoing communication with Science specialists, science vertical team work	Student self-selected goal targets met, STAAR	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [ ] IHQ [X] PD [ ] PI [X] PCI
Development, administration, and evaluation of common assessments and use of data to promote individualized student-led goal setting to 100% of students K-5th **Person(s) Responsible:** administration, classroom teachers, instructional specialist and students **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	grade level SMART goal information, instructional specialists, team developed timelines for administration throughout the year, technology to run and report the data	[X]	[ ]		student scores on grade level assessments and district benchmarks	STAAR Results and district/common assessment results	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [ ] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize grade level SMART goal information to establish a guide for creating, administration of, and evaluation of common assessments in K-5th. **Person(s) Responsible:** administration, classroom teachers, instructional specialists **Completion Date:** Sept. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Grade level SMART goal information. Instructional specialists to assist with common assessment creation, data analysis, intervention/enrichment for students.	[X]	[ ]		Benchmarks/common assessments, assessment data from previous year(s), student needs, CNA	Improved assessment results, STAAR	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [ ] PI [X] PCI
1/2 time Math Specialist, 1/2 time Reading Specialist, Curriculum Specialist, K-2 Literacy Group Lead to assist with coaching and modeling in Tier I instruction, enrichment instruction, and Tier II and III. **Person(s) Responsible:** instructional specialists **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom Teachers, Reading Recovery Teachers, Reading/Math Specialists, Curriculum Specialist (SCE $155,091/Title I $61,160)	[X]	[X]	3.5	Past assessments results, Benchmark/Common assessment results, vertical teaming, PLCs, team level planning	Improved assessment results, STAAR	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [ ] IHQ [X] PD [ ] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Training opportunities regarding RTI and best instructional practices that will be shared with the staff and components of new learning implemented in the classroom for action research data **Person(s) Responsible:** administration, classroom teachers, instructional specialists **Completion Date:** Aug. 2011 - March 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	examples might include CAST conference, RTI training for English Language Learners ($200), Region XI Coaching Training, Region XI 1st Year Teacher Academy, Debbie Diller Math Work Stations (8 people at $199 pp)	[X]	[ ]		Improved Tier I instruction, shared knowledge from Ginnings staff	Improved assessment results, STAAR	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [ ] PI [X] PCI
Team driven action research regarding best instructional practices **Person(s) Responsible:** classroom teachers, instructional specialists **Completion Date:** Sept. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	book studies on topics such as (Quick Start to Writing Workshop Success $12.74 pc x 8 & The Most Wonderful Writing Lessons Ever $14.24 pc x 8), Knowing What Counts series	[X]	[ ]		Improved tier I instruction, Learning Walks, PDAS Evaluations, PLC meetings, vertical team meetings, weekly campus staff development	Improved assessment results, STAAR	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [ ] PI [X] PCI

Campus Improvement Plan
Ginnings Elementary School

WIG 2

To implement and use CHAMPs in common areas of the campus 100% of the instructional day to decrease student behavioral concerns that impact learning. Goal of decreasing discipline issues from 18% to 13% in the 11-12 school year as measured by discipline referrals, student and teacher surveys.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure that 100% of staff consistently utilize and reinforce CHAMPs in all common areas of campus **Person(s) Responsible:** all staff **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	posters, books, ongoing training, parent awareness training	[X]	[ ]		increased consistency of CHAMPs behaviors throughout the campus	decreased discipline referrals	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Begin implementation of common CHAMPs classroom procedures for gaining attention **Person(s) Responsible:** CHAMPs trained team, all instructional staff **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	continuous consistent follow up training, increasing implementation campus-wide	[X]	[ ]		Learning walks, evidence when students and staff are in group settings	improved engagement and learning by students	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [ ] IHQ [X] PD [ ] PI [X] PCI

Campus Improvement Plan
Ginnings Elementary School

WIG 3

Increase results of our low SES population through differentiated instructional practices to at minimum 80% of our students meeting expectations within Tier I per RtI research by June of 2012 as measured by assessment results and campus surveys.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure all classroom teachers are including and using ELPS in daily classroom instruction to focus on listening, speaking, reading, and writing in all content areas. **Person(s) Responsible:** classroom teachers, instructional specialists **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	ELPS, SIOP strategies, content and language objectives	[X]	[ ]		posted content and language objectives, lesson plans, learning walks, increased ESL certified teachers	TELPAS results, number of LEP students meeting exit criteria	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [ ] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Focus on ongoing vocabulary development in daily classroom instruction in all content areas. **Person(s) Responsible:** classroom teachers, instructional specialists **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Essentials of content areas, breaking apart the TEKS, SIOP strategies, word walls, journals, parent training for home support of vocabulary development	[X]	[ ]		learning walks, PDAS evaluations, scope & sequence spiraling of content in all instructional areas	improved assessment results, STAAR, TELPAS results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide parent education to support a collaborative committment to all students' education **Person(s) Responsible:** administration, counselor, classroom teachers, instructional specialists, and parents **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Parent involvement events and instruction, instructional materials that could be checked out for home use such as Frog Games ($250 per grade level), Curriculum Staff support for delivering/supporting parent events, collaborative community support from volunteers and organizations, SS Weekly, parent training for Family Fun Science Night/Fiesta Math Night/Literacy Night/Title Parent Parties/Open House, snacks for PI opportunities, Counselor led parent training	[X]	[ ]		parent involvement and education opportunities with improved attendance, school/home connection improvement	parental involvement improvement, improved assessment and STAAR results as a result of home support	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Compliance WIGs
Ginnings Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region Xl workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Allison Nelson/JoAnn Rishel
2) Classroom Teacher	Sendi Blanco, Kay Adamson
3) Classroom Teacher	Nicole Bryan
4) Classroom Teacher	Cindy Ferris
5) Classroom Teacher	Vicky Howell
6) Classroom Teacher	Zoey Pelley, Dylan Thompson
7) Campus-based Nonteaching Professional	Roxann Phillips
8) Campus-based Paraprofessional and Operations Staff	Heidi Crane
9) District-level Professional	Whitney Gohlke
10) Parent	Shelley Cowan (various PTA support)
11) Parent	Francie Pavelek
12) Community Member	Paul Fuller
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	8-19-2011	3:15 pm	Ginnings Library
2	9-2-2011	3:15 pm	Ginnings Library
3	9-7-2011	3:15 pm	Ginnings Library
4	10-2011	3:15 pm	Ginnings Library
5	11-2011	3:15 pm	Ginnings Library
6	1-2012	3:15 pm	Ginnings Library
7	2-2012	3:15 pm	Ginnings Library
8	3-2012	3:15 pm	Ginnings Library
9	4-2012	3:15 pm	Ginnings Library
10	5-2012	3:15 pm	Ginnings Library
11	6-2012	3:15 pm	Ginnings Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: HAWK EL

Campus #: 061901118

2011 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA
Commended on Writing
Commended on Mathematics
Commended on Science
Comparable Improvement: Reading

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	98%	98%	> 99%	> 99%	98%	*	*	*	*	> 99%	> 99%	*
	2010	92%	97%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	> 99%
Mathematics	2011	88%	93%	97%	97%	> 99%	> 99%	96%	*	*	*	*	> 99%	> 99%	*
	2010	87%	93%	97%	98%	> 99%	> 99%	98%	*	> 99%	*	*	> 99%	> 99%	> 99%
All Tests	2011	83%	91%	95%	95%	> 99%	> 99%	94%	*	*	*	*	> 99%	> 99%	*
	2010	84%	92%	97%	98%	> 99%	> 99%	98%	*	> 99%	*	*	> 99%	> 99%	> 99%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	96%	98%	> 99%	93%	98%	*	> 99%	*	*	> 99%	92%	*
	2010	86%	91%	95%	99%	> 99%	> 99%	99%	*	*	*	*	> 99%	> 99%	*
Mathematics	2011	89%	94%	96%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	*
	2010	89%	92%	97%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
Writing	2011	91%	94%	97%	96%	> 99%	93%	97%	*	86%	*	*	> 99%	92%	*
	2010	92%	93%	96%	98%	> 99%	94%	98%	*	*	*	*	> 99%	92%	*
All Tests	2011	78%	86%	91%	94%	> 99%	86%	95%	*	86%	*	*	> 99%	83%	*
	2010	78%	83%	92%	97%	> 99%	94%	97%	*	*	*	*	> 99%	92%	*
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	*
	2010	86%	91%	97%	99%	*	> 99%	99%	> 99%	*	*	*	*	*	*
Mathematics	2011	86%	92%	96%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	*
	2010	86%	92%	97%	99%	*	> 99%	> 99%	> 99%	*	*	*	*	*	*
Science	2011	86%	92%	97%	98%	83%	> 99%	99%	*	> 99%	*	*	92%	94%	*
	2010	87%	90%	96%	96%	*	90%	98%	*	*	*	*	*	*	*
All Tests	2011	76%	85%	94%	98%	83%	> 99%	99%	*	> 99%	*	*	92%	94%	*
	2010	75%	82%	93%	95%	*	90%	96%	> 99%	*	*	*	*	*	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	98%	99%	> 99%	98%	99%	*	> 99%	*	*	> 99%	97%	88%
	2010	90%	93%	98%	> 99%	> 99%	> 99%	> 99%	*	n/a	n/a	n/a	> 99%	> 99%	> 99%
Mathematics	2011	84%	88%	97%	99%	> 99%	> 99%	99%	*	> 99%	*	*	> 99%	> 99%	> 99%
	2010	84%	88%	97%	99%	> 99%	> 99%	99%	*	n/a	n/a	n/a	> 99%	> 99%	> 99%
Writing	2011	92%	94%	97%	96%	> 99%	93%	97%	*	86%	*	*	> 99%	92%	*
	2010	93%	95%	96%	98%	> 99%	94%	98%	*	n/a	n/a	n/a	> 99%	92%	*
Science	2011	83%	84%	97%	98%	83%	> 99%	99%	*	> 99%	*	*	92%	94%	*
	2010	82%	86%	96%	96%	*	86%	98%	*	n/a	n/a	n/a	*	*	*
All Tests	2011	76%	81%	94%	96%	94%	95%	96%	*	93%	*	*	97%	92%	88%
	2010	76%	81%	95%	97%	93%	94%	98%	*	n/a	n/a	n/a	95%	97%	> 99%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	59%	54%	41%	50%	55%	*	47%	*	*	43%	31%	38%
	2010	32%	38%	56%	59%	47%	41%	62%	83%	57%	*	*	50%	44%	33%
Mathematics	2011	29%	32%	55%	55%	41%	50%	56%	*	67%	*	*	37%	50%	13%
	2010	28%	31%	55%	60%	33%	63%	61%	33%	64%	*	*	68%	44%	33%
Writing	2011	31%	39%	49%	66%	40%	36%	69%	*	86%	*	*	29%	42%	*
	2010	32%	36%	47%	63%	33%	59%	67%	*	*	*	*	< 1%	46%	*
Science	2011	30%	33%	66%	57%	33%	47%	59%	*	> 99%	*	*	17%	25%	*
	2010	28%	30%	61%	51%	*	30%	54%	*	*	*	*	*	*	*
All Tests	2011	16%	19%	36%	34%	29%	29%	34%	*	40%	*	*	19%	22%	13%
	2010	15%	17%	34%	37%	13%	27%	40%	17%	50%	*	*	23%	22%	33%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
	2010	85%	88%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
Mathematics	2011	77%	83%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
	2010	75%	79%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
Writing	2011	80%	88%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Science	2011	60%	60%	67%	80%	*	*	*	*	*	*	*	80%	*	*
	2010	58%	58%	67%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	80%	94%	*	*	92%	*	*	*	*	94%	*	*
	2010	64%	69%	86%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%
All Tests	2010	93%	96%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	100.0%	100.0%	100.0%	100.0%	100.0%	*	100.0%	*	*	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	94.9%	92.9%	75.0%	83.7%	94.9%	*	100.0%	*	*	24.3%	68.4%	50.0%
Not on TAKS	7.6%	7.6%	4.9%	7.1%	25.0%	16.3%	5.1%	*	0.0%	*	*	75.7%	31.6%	50.0%
TAKS(Acc) Only	2.4%	2.1%	1.5%	0.3%	0.0%	0.0%	0.3%	*	0.0%	*	*	2.7%	0.0%	0.0%
TAKS-M Only	3.1%	3.4%	1.3%	3.8%	15.0%	4.7%	3.2%	*	0.0%	*	*	40.5%	13.2%	25.0%
TAKS-Alt Only	0.9%	0.7%	0.8%	2.5%	5.0%	11.6%	1.3%	*	0.0%	*	*	27.0%	18.4%	25.0%
Combination	1.3%	1.4%	0.5%	0.5%	5.0%	0.0%	0.3%	*	0.0%	*	*	5.4%	0.0%	0.0%
By Acct Status														
Acct System	94.0%	95.7%	96.3%	97.7%	85.0%	97.7%	98.4%	*	100.0%	*	*	94.6%	94.7%	100.0%
Non-Acct System	4.6%	3.5%	3.7%	2.3%	15.0%	2.3%	1.6%	*	0.0%	*	*	5.4%	5.3%	0.0%
Mobile	4.6%	3.5%	3.7%	2.3%	15.0%	2.3%	1.6%	*	0.0%	*	*	5.4%	5.3%	0.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	274	394	20	43	312	1	15	1	2	37	38	8
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	*	-	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	95.1%	94.2%	93.3%	88.1%	95.4%	83.3%	100.0%	*	-	12.5%	75.8%	66.7%
Not on TAKS	7.8%	7.7%	4.5%	5.8%	6.7%	11.9%	4.6%	16.7%	0.0%	*	-	87.5%	24.2%	33.3%
TAKS(Acc) Only	2.3%	1.8%	1.4%	0.5%	0.0%	0.0%	0.7%	0.0%	0.0%	*	-	8.3%	0.0%	0.0%
TAKS-M Only	3.3%	3.8%	1.7%	1.9%	0.0%	0.0%	2.1%	16.7%	0.0%	*	-	29.2%	3.0%	0.0%
TAKS-Alt Only	0.8%	0.7%	0.6%	2.7%	0.0%	11.9%	1.4%	0.0%	0.0%	*	-	41.7%	18.2%	33.3%
Combination	1.3%	1.3%	0.8%	0.5%	6.7%	0.0%	0.4%	0.0%	0.0%	*	-	8.3%	3.0%	0.0%
By Acct Status														
Acct System	90.0%	91.0%	94.5%	94.2%	100.0%	85.7%	95.4%	83.3%	100.0%	*	-	25.0%	78.8%	66.7%
Non-Acct System	8.6%	8.1%	5.5%	5.8%	0.0%	14.3%	4.6%	16.7%	0.0%	*	-	75.0%	21.2%	33.3%
Mobile	4.4%	3.6%	2.6%	1.1%	0.0%	2.4%	1.1%	0.0%	0.0%	*	-	4.2%	0.0%	0.0%
Non-Acct Test	4.2%	4.5%	2.3%	4.7%	0.0%	11.9%	3.5%	16.7%	0.0%	*	-	70.8%	21.2%	33.3%
Not Tested	1.4%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	322	364	15	42	285	6	14	1	0	24	33	6

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	67%	*	*	*	*	*	*	*	*	*	*	*
	2010	50%	53%	71%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	43%	65%	*	*	*	*	*	*	*	*	*	*	*
	2010	45%	52%	67%	> 99%	*	*	*	*	*	*	*	*	*	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	119	*	*	*	*	*	*	*	*	*	*	*
	2010	86	90	125	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	66	89	*	*	*	*	*	*	*	*	*	*	*
	2010	70	77	103	*	*	*	*	*	*	*	*	*	*	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	2%	< 1%	< 1%	< 1%	< 1%	*	< 1%	*	*	< 1%	< 1%	*
	2010	15%	10%	3%	1%	*	< 1%	1%	< 1%	*	*	*	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	> 99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	*
	2010	92%	96%	99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*	*	*	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	4%	< 1%	< 1%	< 1%	< 1%	*	< 1%	*	*	< 1%	< 1%	*
	2010	14%	9%	3%	1%	*	< 1%	< 1%	< 1%	*	*	*	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	*
	2010	92%	95%	99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*	*	*	*
English Language Learners Progress Indicator															
2010-11		80%	86%	> 99%	92%	*	86%	*	*	*	*	*	*	88%	83%
2009-10		79%	85%	> 99%	> 99%	*	*	*	*	*	*	*	*	> 99%	*
Attendance Rate @															
2009-10		95.5%	95.9%	96.6%	96.7%	97.4%	96.5%	96.8%	96.3%	96.7%	*	95.5%	95.0%	95.9%	94.5%
2008-09		95.6%	95.9%	97.1%	96.8%	97.4%	96.6%	96.8%	96.6%	n/a	n/a	n/a	96.2%	96.2%	94.8%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		729	100.0%	22,378	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.4%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	1.7%	3.0%	4.5%
	Kindergarten	94	12.9%	14.3%	8.5%	7.6%
	Grade 1	122	16.7%	15.6%	8.5%	7.9%
	Grade 2	122	16.7%	15.3%	8.8%	7.7%
	Grade 3	131	18.0%	16.6%	8.5%	7.6%
	Grade 4	129	17.7%	17.9%	7.9%	7.6%
	Grade 5	131	18.0%	15.3%	7.9%	7.6%
	Grade 6	0	0.0%	2.8%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.0%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	31	4.3%	3.2%	11.6%	12.9%
	Hispanic	84	11.5%	12.4%	30.8%	50.3%
	White	567	77.8%	77.6%	52.9%	31.2%
	Native American	2	0.3%	0.6%	0.9%	0.5%
	Asian	28	3.8%	3.7%	2.6%	3.4%
	Pacific Islander	2	0.3%	0.1%	0.1%	0.1%
	Two or More Races	15	2.1%	2.4%	1.2%	1.6%
Economically Disadvantaged		59	8.1%	15.9%	41.5%	59.2%
Limited English Proficient (LEP)		9	1.2%	2.6%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		0	0.0%	0.1%	1.3%	1.9%
At-Risk		91	12.5%	17.2%	35.1%	46.3%
Mobility (2009-10)		36	5.6%	8.2%	17.1%	18.2%
Number of Students per Teacher		15.0	n/a	15.1	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	0.0%	2.4%	2.1%	2.3%	11.1%	12.5%	14.3%	10.7%
Grade 1	0.0%	1.4%	1.5%	4.7%	8.3%	5.4%	8.5%	8.9%
Grade 2	0.0%	0.5%	0.8%	2.8%	8.3%	2.2%	3.8%	4.1%
Grade 3	0.0%	0.5%	1.1%	2.0%	0.0%	2.1%	1.4%	1.8%
Grade 4	0.0%	0.3%	0.1%	1.1%	8.3%	0.8%	0.4%	0.9%
Grade 5	0.0%	0.3%	0.4%	1.3%	0.0%	1.3%	2.0%	1.3%
Grade 6	-	0.9%	0.1%	0.7%	-	0.0%	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	17.6	19.2	18.8	19.0
	Grade 1	19.9	19.4	18.9	18.9
	Grade 2	17.9	18.9	18.8	18.8
	Grade 3	21.6	19.3	19.1	18.8
	Grade 4	20.5	19.6	20.3	19.0
	Grade 5	24.1	21.8	21.9	21.4
	Grade 6	-	21.2	20.9	20.7
	Mixed Grades	19.0	26.3	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	64.1	100.0%	100.0%	100.0%	100.0%
Professional Staff:	57.1	89.1%	86.4%	72.3%	63.4%
Teachers	48.8	76.0%	73.7%	56.2%	50.5%
Professional Support	6.4	9.9%	8.9%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	3.1%	3.8%	2.7%	2.8%
Educational Aides:	7.0	10.9%	13.6%	7.9%	9.5%
Total Minority Staff:	5.0	7.8%	7.3%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	1.7%	6.5%	9.3%
Hispanic	2.0	4.1%	3.2%	11.7%	23.7%
White	45.8	93.8%	93.4%	78.4%	63.9%
American Indian	1.0	2.1%	0.7%	0.8%	0.4%
Asian	0.0	0.0%	0.6%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.3%	2.1%	1.3%
Males	0.0	0.0%	4.8%	24.0%	23.2%
Females	48.8	100.0%	95.2%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	3.4%	4.8%	6.0%
1-5 Years Experience	12.5	25.6%	26.0%	31.8%	30.0%
6-10 Years Experience	16.3	33.3%	24.7%	22.7%	21.1%
11-20 Years Experience	12.0	24.6%	30.9%	25.5%	25.0%
0ver 20 Years Experience	8.0	16.4%	15.1%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.0 yrs.	11.5 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	7.3 yrs.	7.2 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	-	$43,418	$45,521	$41,272
1-5 Years Experience	$47,060	$44,560	$47,448	$44,013
6-10 Years Experience	$47,536	$46,467	$48,287	$46,604
11-20 Years Experience	$51,228	$49,721	$51,852	$50,476
Over 20 Years Experience	$61,289	$58,483	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$50,580	$48,686	$51,120	$48,638
Professional Support	$54,965	$53,530	$55,177	$57,045
Campus Administration (School Leadership)	$71,544	$69,918	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	0.3	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$4,289,813	100.0%	$5,781	$4,454,787	100.0%	$6,004	$129,762,898	100.0%	$5,908
Instruction (11,95)	$3,329,443	77.6%	$4,487	$3,344,553	75.1%	$4,507	$97,435,134	75.1%	$4,436
Instructional-Related Services (12,13)	$184,089	4.3%	$248	$184,726	4.1%	$249	$5,324,000	4.1%	$242
Instructional Leadership (21)	$54,293	1.3%	$73	$54,293	1.2%	$73	$1,775,994	1.4%	$81
School Leadership (23)	$247,790	5.8%	$334	$249,206	5.6%	$336	$8,644,888	6.7%	$394
Support Services-Student (31,32,33)	$245,710	5.7%	$331	$255,489	5.7%	$344	$6,747,986	5.2%	$307
Other Campus Costs (35,36,51,52,53)	$228,488	5.3%	$308	$366,520	8.2%	$494	$9,834,896	7.6%	$448
By Program:									
Total Operating Expenditures	$4,061,325	100.0%	$5,473	$4,073,153	100.0%	$5,489	$118,739,023	100.0%	$5,406
Bilingual/ESL Education (25)	$83,628	2.1%	$113	$83,628	2.1%	$113	$1,177,548	1.0%	$54
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$3,968	0.0%	$0
Accelerated Education (24,30)	$106,942	2.6%	$144	$107,611	2.6%	$145	$5,699,027	4.8%	$259
Gifted & Talented Education (21)	$128,386	3.2%	$173	$128,386	3.2%	$173	$1,639,247	1.4%	$75
Regular Education (11)	$2,868,249	70.6%	$3,866	$2,868,249	70.4%	$3,866	$90,774,194	76.4%	$4,133
Special Education (23)	$874,120	21.5%	$1,178	$885,279	21.7%	$1,193	$19,439,073	16.4%	$885
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$5,966	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	8	1.1%	2.4%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	58	8.0%	7.9%	8.7%	7.7%
Special Education	57	7.8%	8.1%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	0.7%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.3%	3.6%	4.0%
Compensatory Education	2.5	5.1%	3.4%	5.0%	2.9%
Gifted & Talented Education	1.0	2.1%	1.3%	1.7%	1.9%
Regular Education	38.0	77.9%	85.8%	68.0%	73.4%
Special Education	7.3	14.9%	8.6%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Hispanic	% Econ	% Mobility	% Afr_Amer	% LEP
014903108		LAKEWOOD EL	BELTON ISD	77.9	15.2	24.0	9.3	1.4	0.9
043905107		FISHER ELEMENTARY	FRISCO ISD	78.3	10.2	3.8	4.7	3.7	1.4
043905131		PUREFOY EL	FRISCO ISD	77.3	7.4	3.4	9.2 **	6.2	1.3
043907116		EARL & LOTTIE WOLFORD EL	MCKINNEY ISD	79.2	8.2	8.3	4.8	5.2	1.3
043907122		J B WILMETH EL	MCKINNEY ISD	76.4	8.4	5.2	7.5	7.0	2.0
057916128		BRENTFIELD EL	RICHARDSON ISD	77.0	11.7	6.1	3.7	1.5	3.6
061901115		EP RAYZOR EL	DENTON ISD	77.2	12.5	7.4	6.0	3.8	3.8
061901117		PROVIDENCE EL	DENTON ISD	78.8	13.0	15.9	12.8	6.0	0.9
061901118	>	HAWK EL	DENTON ISD	77.8	11.5	8.1	5.6	4.3	1.2
061901122		BLANTON EL	DENTON ISD	77.1	14.7	10.7	8.7	3.0	5.4
061902110		HIGHLAND VILLAGE EL	LEWISVILLE ISD	77.1	13.9	9.0	2.6	2.7	0.8
061902112		FLOWER MOUND EL	LEWISVILLE ISD	77.6	11.6	9.1	10.2	2.6	1.7
061902117		DONALD ELEMENTARY	LEWISVILLE ISD	77.2	10.3	4.9	3.7	2.1	1.6
061902122		HERITAGE EL	LEWISVILLE ISD	78.6	8.1	1.0	5.1	4.8	0.8
061905102		BLANCHE DODD INT	KRUM ISD	78.1	17.1	34.2	7.5	2.2	4.8
061911106		LAKEVIEW EL	NORTHWEST ISD	77.8	11.8	10.3	11.7	1.3	7.1
070908103		IRVIN EL	MIDLOTHIAN ISD	77.1	17.4	41.1	13.6	3.1	1.4
116901102		KATHRYN GRIFFIS EL	CADDO MILLS ISD	79.0	15.3	34.2	11.1	1.9	4.1
123905101		HELENA PARK EL	NEDERLAND ISD	77.3	15.0	34.1	11.9	1.5	4.8
126902108		BRANSOM EL	BURLESON ISD	79.0	13.6	32.3	14.7	3.0	6.7
126905104		NORTH JOSHUA EL	JOSHUA ISD	79.0	14.6	25.5	10.6	1.0	2.3
130901105		CIBOLO CREEK EL	BOERNE ISD	78.1	18.1	17.9	7.7	0.6	1.1
161903105		SOUTH BOSQUE EL	MIDWAY ISD	77.4	12.2	12.4	9.2	4.5	2.3
170902121		BUSH EL	CONROE ISD	76.3	13.3	9.0	6.5	1.6	3.7
170906107		NICHOLS SAWMILL ELEMENTA	MAGNOLIA ISD	79.2	16.0	32.4	13.3	1.6	2.1
174908101		CENTRAL HEIGHTS EL	CENTRAL HEIGHTS ISD	76.4	15.0	41.3	12.4	4.8	6.1
191901106		ARDEN ROAD EL	CANYON ISD	77.8	14.9	18.2	11.5	4.0	0.7
198903101		REYNOLDS EL	FRANKLIN ISD	77.4	14.4	43.2	11.4	5.0	2.1
199901108		DOROTHY SMITH PULLEN EL	ROCKWALL ISD	79.2	12.9	16.9	6.8	3.3	3.8
199901110		GRACE HARTMAN ELEMENTARY	ROCKWALL ISD	77.5	9.9	6.6	4.8	2.9	1.5
212906111		GUS WINSTON CAIN EL	WHITEHOUSE ISD	77.6	9.3	39.2	14.7	7.5	4.9
220902120		GREEN VALLEY EL	BIRDVILLE ISD	78.1	10.4	19.7	8.0	2.8	4.4
220905103		BENBROOK EL	FORT WORTH ISD	76.4	17.2	32.7	12.5	5.4	4.1
220907108		SHADY GROVE EL	KELLER ISD	76.4	9.3	4.2	9.0	3.3	2.1
220919104		ROBERT H ROCKENBAUGH EL	CARROLL ISD	76.6	8.6	0.6	4.8	1.0	0.6
221912103		WYLIE INT	WYLIE ISD	77.0	13.8	17.8	7.8	2.5	0.1
227901117		GULLETT EL	AUSTIN ISD	79.3	13.9	8.7	3.9	1.5	1.3
227909103		VALLEY VIEW EL	EANES ISD	76.2	13.4	8.1	5.8	0.6	4.0
227909106		BRIDGE POINT EL	EANES ISD	77.3	8.0	0.9	3.4	0.4	2.7
230906102		NEW DIANA INT	NEW DIANA ISD	76.6	10.7	39.7	11.3	7.5	2.8
246913118		RIVER PLACE EL	LEANDER ISD	77.5	11.1	4.0	5.9	2.9	2.3
		Group Average		77.6	12.4	15.9	8.2	3.2	2.6

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
LAKEWOOD EL	221	664	712	115	49	Q1	223	659	733	101	74	Q1
FISHER ELEMENTARY	230	732	769	-	37	Q3	229	709	776	-	68	Q1
PUREFOY EL	161	714	754	54	41	Q2	159	691	739	50	48	Q3
EARL & LOTTIE WOLFOR	217	690	733	138	43	Q2	215	672	742	196	69	Q1
J B WILMETH EL	201	705	751	135	46	Q1	201	674	732	119	58	Q2
BRENTFIELD EL	253	754	784	-11	31	Q4	255	746	795	-	50	Q3
EP RAYZOR EL	202	701	739	121	37	Q3	204	673	751	135	78	Q1
PROVIDENCE EL	167	666	721	167	56	Q1	165	654	711	53	57	Q2
> HAWK EL	227	695	739	188	44	Q1	229	682	740	131	59	Q2
BLANTON EL	147	702	737	113	36	Q3	148	678	718	63	39	Q4
HIGHLAND VILLAGE EL	103	696	745	-	49	Q1	107	657	692	100	34	Q4
FLOWER MOUND EL	207	693	734	100	42	Q2	205	660	716	87	56	Q3
DONALD ELEMENTARY	168	687	731	125	44	Q1	169	656	718	83	63	Q2
HERITAGE EL	252	696	740	152	44	Q1	248	665	723	90	58	Q2
BLANCHE DODD INT	234	653	699	103	46	Q1	240	627	674	82	48	Q3
LAKEVIEW EL	104	699	741	102	42	Q2	104	681	707	53	27	Q4
IRVIN EL	77	687	714	119	27	Q4	78	656	697	121	42	Q4
KATHRYN GRIFFIS EL	102	684	722	164	39	Q2	101	674	705	91	31	Q4
HELENA PARK EL	91	637	669	132	33	Q4	92	609	676	75	67	Q2
BRANSOM EL	128	665	708	114	43	Q2	128	634	698	119	63	Q2
NORTH JOSHUA EL	249	718	748	52	29	Q4	250	687	743	88	57	Q2
CIBOLO CREEK EL	262	727	766	140	39	Q2	262	721	765	155	44	Q4
SOUTH BOSQUE EL	79	701	723	-	22	Q4	77	655	701	-	46	Q3
BUSH EL	127	692	717	-	26	Q4	128	641	754	82	113	Q1
NICHOLS SAWMILL ELEM	209	676	712	146	36	Q3	210	645	702	72	57	Q2
CENTRAL HEIGHTS EL	192	676	709	41	33	Q4	193	656	690	56	34	Q4
ARDEN ROAD EL	97	665	689	-	25	Q4	97	619	669	58	50	Q3
REYNOLDS EL	154	669	710	146	41	Q2	153	651	692	74	41	Q4
DOROTHY SMITH PULLEN	257	708	743	80	35	Q3	258	700	723	86	23	Q4
GRACE HARTMAN ELEMEN	295	721	762	109	42	Q2	294	710	765	159	55	Q3
GUS WINSTON CAIN EL	164	678	725	95	47	Q1	163	645	740	136	95	Q1
GREEN VALLEY EL	139	712	736	102	24	Q4	139	699	758	126	58	Q2
BENBROOK EL	155	668	703	150	35	Q3	155	642	702	92	61	Q2
SHADY GROVE EL	99	685	720	71	35	Q3	99	631	713	85	82	Q1
ROBERT H ROCKENBAUGH	105	710	747	-	37	Q3	105	669	763	-	93	Q1
WYLIE INT	465	688	727	172	39	Q2	465	679	733	120	54	Q3
GULLETT EL	140	716	755	130	39	Q2	141	661	720	92	60	Q2
VALLEY VIEW EL	138	704	751	-	46	Q1	132	668	741	129	73	Q1
BRIDGE POINT EL	237	708	756	74	48	Q1	239	690	752	86	62	Q2
NEW DIANA INT	197	689	711	133	22	Q4	197	669	703	76	34	Q4
RIVER PLACE EL	192	703	754	166	51	Q1	193	668	741	102	73	Q1
Group Average	176	695	734	117	39	--	176	672	729	91	57	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Hawk Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Hawk Elementary School's Mission Statement

It is the mission of Hawk Elementary is to create successful learners. We believe to accomplish our mission as a staff we will become a school that: Works collaboratively as teams to ensure student success Is willing to constantly engage in professional conversations Discusses our curriculum in vertical teams Demonstrates a personal commitment to the success of our children Models acceptances for all Celebrates the successes of our students and teachers Has fun! In order to achieve our vision we have made the following commitments: We will publicly support our children, staff, and school. We will provide a school environment that promotes learning (orderly hallways and cafeteria). We will model, mentor, teach, and support one another in our professional development. We will maintain a positive attitude. We will engage in professional, open, and honest communication that is built on a foundation of trust. We will design and implement a pyramid of intervention that will prevent students from failing . We will constantly seek to grow and develop as professionals. We will design on-going assessments to assess the TEKS.

Board Goals

Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

Hawk Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	127	100	66	124	98	45		
3	AA	4			5	100	40		
3	Hispanic	11	100	73	9	100	44		
3	White	104	100	65	105	98	47		
3	Eco. Dis.	10	100	60	6	100	33		
3	SPED	3			2				
3	LEP C	3			2				
3	LEP M1								
3	LEP M2								
4	All	116	99	52	121	98	61		
4	AA	6	100	33	5	100	20		
4	Hispanic	13	100	31	11	91	45		
4	White	95	99	56	96	98	65		
4	Eco. Dis.	11	100	27	8	88	25		
4	SPED	1			5	100	60		
4	LEP C	1			1				
4	LEP M1	3							
4	LEP M2								
5	All	102	100	59	120	100	59		
5	AA	4			5	100	40		
5	Hispanic	7	100	57	15	100	67		
5	White	85	100	61	95	100	59		
5	Eco. Dis.	4			12	100	42		
5	SPED	1			2				
5	LEP C	0			1				
5	LEP M1								
5	LEP M2								

Hawk Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	117	97	67	121	95	68		
4	AA	6	100	33	5	80	40		
4	Hispanic	13	92	69	12	92	42		
4	White	96	98	69	95	97	71		
4	Eco. Dis.	11	91	55	8	75	38		
4	SPED	2			5	100	40		
4	LEP C	1			1				
4	LEP M1	3							
4	LEP M2								

Hawk Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	127	98	49	124	97	34		
3	AA	5	100	0	5	100	60		
3	Hispanic	11	100	45	9	100	11		
3	White	103	98	51	105	96	34		
3	Eco. Dis.	11	100	18	6	100	50		
3	SPED	3			2				
3	LEP C	3			2				
3	LEP M1								
3	LEP M2								
4	All	116	100	74	122	100	73		
4	AA	6	100	67	6	100	17		
4	Hispanic	13	100	85	12	100	67		
4	White	95	100	74	95	100	76		
4	Eco. Dis.	11	100	55	8	100	63		
4	SPED	1			5	100	60		
4	LEP C	1			1				
4	LEP M1	3							
4	LEP M2								
5	All	102	100	55	120	100	63		
5	AA	4			5	100	40		
5	Hispanic	7	100	57	15	100	73		
5	White	85	100	55	95	100	62		
5	Eco. Dis.	4			12	100	67		
5	SPED	1			2				
5	LEP C	0			1				
5	LEP M1								
5	LEP M2								

Hawk Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	101	96	51	119	99	62		
5	AA	4			5	80	40		
5	Hispanic	7	86	29	14	100	64		
5	White	84	98	54	92	100	61		
5	Eco. Dis.	3			12	92	33		
5	SPED	1			2				
5	LEP C	0			1				
5	LEP M1								
5	LEP M2								

Hawk Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Hawk Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AEIS Report
- Data provided by Curriculum on Staff Ethnicity
- E-School Enrollment Data

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

Findings/Analysis

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

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

Strengths

- Hawk has stable student population

Needs

- Hawk would benefit from more diversity in staffing

Summary of Needs

- A more diverse staff.

Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- ELI
- Huddle Minutes
- Commended Scores
- Kathy Richardson
- Tutorial Assignments
- Assessment Practices (Policy)

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

Findings/Analysis

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

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

Strengths

- Grades Kinder and 4th Intervention
- Reading in K-2
- 4th and 5th grade Math

Needs

- More widespread successful intervention.
- Math in K-2
- 3rd Grade Math
- Better communication of individual achievement throughout the school year

Summary of Needs

- Build capacity of 1st, 2nd, 3rd, and 5th grade teachers to share, tutor, and enrich all students in grade level.
- Communicate more clearly individual student progress towards learning standards.
- Improve upon our enrichment for above average and average students.
- Involve students in the learning progress monitoring.

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Staff Survey
- Revised Mission, Vision, Values
- Parent Surveys (fall and spring)
- Parent and Community Correspondence

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

Findings/Analysis

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

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

Strengths

- Established a positive culture within the community

Needs

- More frequent newsletter communication

Summary of Needs

- Maintain a more routine newletter/website communication tool from principal.

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Staff Turnover
- PLC Meeting Minutes
- Learning Walks
- Staff effectiveness per achievement data
- Staff development participation
- Review of Team Goals

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

Findings/Analysis

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

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

Strengths

- Minimal staff turnover
- High levels of team trust
- High percentage of staff seek training/growth

Needs

- Differentiate needs of staff members for training

Summary of Needs

- Intentional differentiated staff development based on current level of staff performance.

Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Unpacked TEKS
- Meeting minutes
- Student Assement Tracking Tools
- Pre/Post Assessments
- TAKS
- PLC/Huddle Binders
- Common Assessments
- Mission, Vision, Values, Goals
- Benchmarks
- Vertical Team Meeting Minutes

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

Findings/Analysis

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

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

Strengths

- Familiarity with TEKS
- Authentic Assessment Tools
- Work towards vertical alignment
- Engagement strategies
- Assessment Policy focused on learning

Needs

- Student involvement/ownership in learning process

Summary of Needs

- More direct/intentional student involvement/ownership in the learning process.

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Volunteer hours
- CLT Membership
- PTA Participation
- Parent Survey

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

Findings/Analysis

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

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

Strengths

- High volunteerism rate
- LOTS of ongoing parent involvement
- Strong PTA relationship with school

Needs

- More community involvement

Summary of Needs

- Better community involvement. To this point, we have SO MUCH involvement, it has been hard to seek more :)!

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Master schedule
- Team leader retreat minutes
- Teacher survey results
- Teacher creation of class lists
- Teacher involvement in schedules
- School Map

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

Findings/Analysis

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

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

Strengths

- Teacher involvement in school structure.
- Master planning with student achievement as focus.

Needs

Summary of Needs

Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Technology staff development
- Technology budget
- School/technology hardware
- Action research with technology

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

Findings/Analysis

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

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

Strengths

- Use of smartboards in every grade level.

Needs

- More effective use of integrated technology.
- Opportunity to purchase child-friendly technolgy (iPads).

Summary of Needs

- Better role model from leadership of use of integrated technology into the classroom.
- More technology staff development (just in time staff development).

Comprehensive Needs Assessment Summary of Priority Needs
Hawk Elementary School

Demographics:
A more diverse staff.

School Culture and Climate:
Maintain a more routine newletter/website communication tool from principal.

Curriculum, Instruction and Assessment:
More direct/intentional student involvement/ownership in the learning process.

School Content and Organization:

Student Achievement:
Build capacity of 1st, 2nd, 3rd, and 5th grade teachers to share, tutor, and enrich all students in grade level.
Communicate more clearly individual student progress towards learning standards.
Improve upon our enrichment for above average and average students.
Involve students in the learning progress monitoring.

Teacher Quality:
Intentional differentiated staff development based on current level of staff performance.

Family and Community Involvement:
Better community involvement. To this point, we have SO MUCH involvement, it has been hard to seek more :)!

Technology:
Better role model from leadership of use of integrated technology into the classroom.
More technology staff development (just in time staff development).

Board Summary
Campus Improvement Plans
2011-12

Hawk Elementary School

Wildy Important Goals for 2011-12
WIG 1: By May, 2012, 100% of all 2nd – 5th grade teachers at Hawk will be reporting student performance to parents each six weeks through use of a campus created "Standards Based Report Card" supplement.
WIG 2: By May, 2012, 100% of students in grades K-5th will be involved in setting and monitoring progress towards one specific learning target each six weeks.
WIG 3: By December 2, 2011, all K – 5th grade teachers will be working interdependently as grade level teams to support 100% of students within their grade level through targeted intervention/enrichment a minimum of 120 minutes per week.

Campus Improvement Plan
Hawk Elementary School

WIG 1

By May, 2012, 100% of all 2nd – 5th grade teachers at Hawk will be reporting student performance to parents each six weeks through use of a campus created "Standards Based Report Card" supplement.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
An assessment team at Hawk will develop an "assessment policy" for all staff members to follow. **Person(s) Responsible:** S. O'Bara **Completion Date:** 5/31/2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Stiggins Assessment training, Seven Strategies of Assesement FOR Learning book study, staff development with Cassie Erkins from Solution Tree.	[ ]	[ ]		Draft document of assessment policy.	Evidence of student ownership in their learning and higher achievment by all students.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Grade level teams will work to design a "standards based report card" supplement to go inside each GradeSpeed report card each six weeks. This supplement will be based on the essential learnings identified by each grade level team. **Person(s) Responsible:** S. O'Bara **Completion Date:** 8/26/2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Curriculum specialists, TEKS, PLC training	[ ]	[ ]		Draft and revised copies of supplements	Evidence of student ownership in their learning and higher achievment by all students.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
PLC teams will continue to work together in huddles to agree on common assessments and expectations for learning outcomes for all students. **Person(s) Responsible:** S. O'Bara, grade level teachers **Completion Date:** 5/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	PLC time, standards based supplements	[ ]	[ ]		PLC meeting agendas/minutes, PLC discussions, evidence of supplement completion	Evidence of student ownership in their learning and higher achievment by all students.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Hawk Elementary School

WIG 2

By May, 2012, 100% of students in grades K-5th will be involved in setting and monitoring progress towards one specific learning target each six weeks.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Kindergarten will involve students in goal setting and progress monitoring through use of data notebooks. Students will lead conferences with parents in May to inform parents of their learning and progress. **Person(s) Responsible:** Kindergarten Teachers **Completion Date:** 5/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Data binders, goal setting forms, essential learning targets, flip video	[ ]	[ ]		Data binders, huddle discussions	Improved ELI and Kathy Richardson scores. Evidence of student ownership of learning.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1st grade students will set and monitor their reading progress while receiving meaningful feedback towards reading strategies on the Cafe board. **Person(s) Responsible:** 1st grade teachers **Completion Date:** 5/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom Teacher	[ ]	[ ]		Notes from Cafe conferences with students, huddle discussions, movement on Cafe board, anecdotal records	Improved ELI scores.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
2nd grade teachers will involve students in goal setting and progress monitoring through use of data notebooks. **Person(s) Responsible:** 2nd grade teachers **Completion Date:** 5/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Data binders, goal setting forms, essential learning targets, flip video	[ ]	[ ]		Data binders, huddle discussions	Improved ELI and Kathy Richardson scores. Evidence of student ownership of learning.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3rd grade students will set an individual goal based on pre assessments and/or Cafe strategies. They will document and monitor their progress through exit slips, descriptive feedback, conferencing, and pre/post assessments. **Person(s) Responsible:** 3rd grade teachers **Completion Date:** 5/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Cafe book, Cafe board in classroom, Cafe training for teachers	[ ]	[ ]		Notes from Cafe conferences with students, huddle discussions, movement on Cafe board, observation sheets and assessment trackers.	High achievement on STAAR Reading. Evidence of student ownership of learning.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
4th grade students will set an individual goal based on pre assessments and monitor their progress through the Cafe Rubric, the Reading is Thinking Rubric for self assessment and the Maverick Writing Rubric. **Person(s) Responsible:** 4th grade teachers **Completion Date:** 5/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Cafe book, Cafe board in classroom, Cafe training for teachers	[ ]	[ ]		Notes from Cafe conferences with students, huddle discussions, movement on Cafe board, Cafe and Writing Rubrics.	High achievement on STAAR Reading and Writing. Evidence of student ownership of learning.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
4th grade students will use the pre-assessment checklist and student reflection sheet from their Bridges curriculum to set individual goals for each unit of learning. **Person(s) Responsible:** 4th grade teachers **Completion Date:** 5/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Bridges curriculum, assessment training	[ ]	[ ]		Student data binders, huddle discussions, anectodal records.	High achievement on STAAR Math. Evidence of student ownership of learning.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
5th grade students will use the Cafe menu to set goals. Students will self-reflect using the Thinking Rubric and be able to discuss their progress in a reading conference with the teacher. Students will provide feedback to each other and rate their own work through use of strong and weak work examples. **Person(s) Responsible:** 5th grade teachers **Completion Date:** 5/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Cafe book, Cafe board in classroom, Cafe training for teachers, assessment training	[ ]	[ ]		Notes from Cafe conferences with students, huddle discussions, movement on Cafe board, Cafe and Reading Rubrics.	High achievement on STAAR Reading. Evidence of student ownership of learning.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
5th grade students will assist in creating a math and science rubric. Students will analyze their work compared to the expectations outlined on the rubric and identify their area of need to set a learning goal. **Person(s) Responsible:** 5th grade teachers **Completion Date:** 5/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Math and science curriculum, samples of strong/weak work, assessment training	[ ]	[ ]		Discussion at huddles, student data folders	High achievement on STAAR Math. Evidence of student ownership of learning.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Assessment training in how to involve students in the learning process. **Person(s) Responsible:** S. O'Bara **Completion Date:** 8/9/2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Training from Cassie Erkins with Solution Tree	[ ]	[ ]		Notes from training, handouts	Evidence of student involvement in assessment through learning walks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
On-going training and discussions related to student involvement in assessment through use of staff and vertical team meetings. **Person(s) Responsible:** S. O'Bara **Completion Date:** 5/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Assessment resources, staff meeting schedule, vertical team schedule	[ ]	[ ]		Staff and vertical team meeting agendas/minutes	Evidence of student involvement in assessment through learning walks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Hawk Elementary School

WIG 3

By December 2, 2011, all K – 5th grade teachers will be working interdependently as grade level teams to support 100% of students within their grade level through targeted intervention/enrichment a minimum of 120 minutes per week.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Each grade level has a designated 40 minute window in their daily schedule for intervention. PLC teams will collectively identify students in need of intervention AND enrichment and work together to best meet the needs of all students on the grade level. **Person(s) Responsible:** S. O'Bara, grade level teachers **Completion Date:** 5/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Weekly PLC time built in to the regular schedule.	[ ]	[ ]		Weekly huddle agendas, minutes, schedules, walk through data gathered during intervention time.	ALL students on each team achieving higher as evidenced on ELI, Kathy Richardson and STAAR.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Common assessments will be re-written (as needed) and utilized in PLC meetings to determine students in need of intervention AND enrichment. **Person(s) Responsible:** S. O'Bara, grade level teachers **Completion Date:** 5/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Common Assessments, PLC time, data disaggregation tools (AWARE)	[ ]	[ ]		PLC meeting agendas/minutes, common assessment data, AWARE data, Observations during intervention/enrichment time daily.	ALL students on each team achieving higher as evidenced on ELI, Kathy Richardson and STAAR.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Reading Recovery teacher will work collaboratively with kinder, 1st and 2nd grade teams to intervene and support struggling students in the area of reading. **Person(s) Responsible:** S. O'Bara, Reading Recovery Teacher **Completion Date:** 5/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Ranking forms, assessment data, ELI, K-2 Literacy Teacher, $32,699.00	[ ]	[X]	.5	Huddle discussions, literacy group documentation, literacy group schedule, intervention time documentation	ELI Scores at EOY	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Math and Reading Interventionists will work collaboratively with 3rd, 4th, and 5th grade teachers to intervene and support struggling students in the area of math and reading. **Person(s) Responsible:** S. O'Bara, Math Specialist **Completion Date:** 5/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Bridges, PLC meeting time, AWARE data, Reading and Math Interventionist, $52,935.00	[ ]	[X]	1.0	Huddle discussions, math and reading tutoring group schedule, intervention time documentation	High achievement on Reading and Math STAAR.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Hawk Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Bonnie Miles
2) Classroom Teacher	Susie Serna
3) Classroom Teacher	Tracy Prickett
4) Classroom Teacher	Jaime Lyons
5) Classroom Teacher	Melissa Beago
6) Classroom Teacher	Lacey Wells
7) Campus-based Nonteaching Professional	Kathleen MacLaren
8) Campus-based Paraprofessional and Operations Staff	Mona George
9) District-level Professional	Karen Spalding
10) Parent	Sandy Beffa
11) Parent	LaQuita Harmon
12) Community Member	Lisa Martinez
13) Community Member	
14) Business Representative	Katie Bridges
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	9/6/2011	3:05	Library
2	11/1/2011	3:05	Library
3	2/7/2012	3:05	Library
4	3/6/2012	3:05	Library
5	4/3/2012	3:05	Library
6	5/1/2012	3:05	Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: HODGE EL

Campus #: 061901105

2011 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Mathematics

Commended on Science

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	91%	94%	89%	93%	95%	*	*	*	*	90%	90%	83%
	2010	92%	97%	93%	98%	83%	> 99%	> 99%	*	*	*	*	> 99%	97%	> 99%
Mathematics	2011	88%	93%	87%	94%	> 99%	> 99%	90%	*	*	*	*	90%	90%	> 99%
	2010	87%	93%	86%	98%	83%	> 99%	> 99%	*	*	*	*	> 99%	97%	> 99%
All Tests	2011	83%	91%	82%	91%	89%	93%	90%	*	*	*	*	80%	85%	83%
	2010	84%	92%	85%	96%	67%	> 99%	> 99%	*	*	*	*	> 99%	94%	> 99%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	84%	86%	92%	*	92%	*	*	*	*	*	*	92%	92%
	2010	85%	88%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
Mathematics	2011	77%	81%	*	89%	*	89%	*	*	*	*	*	*	89%	89%
	2010	74%	78%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
All Tests	2011	78%	79%	80%	89%	*	89%	*	*	*	*	*	*	89%	89%
	2010	75%	77%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	83%	90%	86%	81%	> 99%	*	*	*	*	> 99%	86%	79%
	2010	86%	91%	88%	94%	*	95%	93%	*	*	*	*	*	91%	92%
Mathematics	2011	89%	94%	91%	96%	86%	94%	> 99%	*	*	*	*	> 99%	94%	95%
	2010	89%	92%	91%	98%	*	> 99%	97%	*	*	*	*	*	> 99%	> 99%
Writing	2011	91%	94%	90%	90%	71%	84%	97%	*	*	*	*	83%	87%	71%
	2010	92%	93%	92%	93%	*	93%	93%	*	*	*	*	*	88%	> 99%
All Tests	2011	78%	86%	76%	85%	71%	74%	97%	*	*	*	*	83%	80%	74%
	2010	78%	83%	78%	87%	*	91%	83%	*	*	*	*	*	83%	92%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	85%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	83%	82%	*	91%	*	91%	*	*	*	*	*	*	91%	91%
Mathematics	2011	74%	78%	*	85%	*	85%	*	*	*	*	*	*	85%	85%
	2010	73%	69%	*	83%	*	83%	*	*	*	*	*	*	83%	83%
Writing	2011	93%	98%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	94%	97%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
All Tests	2011	75%	79%	*	91%	*	91%	*	*	*	*	*	*	91%	91%
	2010	73%	70%	*	83%	*	83%	*	*	*	*	*	*	83%	83%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	86%	90%	*	83%	97%	*	*	*	*	*	85%	79%
	2010	86%	91%	86%	86%	> 99%	77%	92%	*	*	*	*	90%	83%	68%
Mathematics	2011	86%	92%	84%	> 99%	*	> 99%	> 99%	*	*	*	*	*	> 99%	> 99%
	2010	86%	92%	87%	81%	> 99%	72%	86%	*	*	*	*	40%	72%	67%
Science	2011	86%	92%	86%	95%	*	94%	97%	*	*	*	*	*	95%	94%
	2010	87%	90%	89%	91%	> 99%	78%	> 99%	*	*	*	*	80%	88%	71%
All Tests	2011	76%	85%	72%	89%	*	84%	94%	*	*	*	*	*	86%	81%
	2010	75%	82%	75%	77%	> 99%	64%	85%	*	*	*	*	40%	68%	59%
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only															
Reading	2011	77%	89%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	74%	56%	*	50%	*	50%	*	*	*	*	*	*	50%	50%
Mathematics	2011	50%	63%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	45%	40%	*	*	*	*	*	*	*	*	*	*	*	*
Science	2011	58%	44%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	52%	38%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	63%	54%	*	80%	*	80%	*	*	*	*	*	*	80%	80%
	2010	55%	32%	*	17%	*	17%	*	*	*	*	*	*	17%	17%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	89%	93%	90%	90%	98%	*	*	*	*	88%	91%	89%
	2010	90%	93%	91%	93%	93%	90%	97%	*	n/a	n/a	n/a	95%	91%	88%
Mathematics	2011	84%	88%	90%	95%	95%	94%	96%	*	*	*	*	88%	93%	93%
	2010	84%	88%	90%	94%	93%	93%	96%	*	n/a	n/a	n/a	95%	93%	92%
Writing	2011	92%	94%	89%	93%	71%	94%	97%	*	*	*	*	86%	93%	95%
	2010	93%	95%	92%	96%	*	98%	93%	*	n/a	n/a	n/a	*	95%	> 99%
Science	2011	83%	84%	86%	94%	*	92%	97%	*	*	*	*	*	94%	92%
	2010	82%	86%	89%	87%	> 99%	72%	> 99%	*	n/a	n/a	n/a	80%	83%	64%
All Tests	2011	76%	81%	80%	89%	85%	85%	94%	*	*	*	*	76%	86%	84%
	2010	76%	81%	82%	87%	86%	83%	93%	*	n/a	n/a	n/a	86%	84%	81%

District Name: DENTON ISD
Campus Name: HODGE EL
Campus #: 061901105

Total Students: 655
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	32%	38%	30%	31%	49%	*	*	*	*	4%	28%	30%
	2010	32%	38%	32%	39%	21%	28%	55%	*	*	*	*	19%	29%	27%
Mathematics	2011	29%	32%	33%	49%	35%	44%	61%	*	*	*	*	8%	41%	44%
	2010	28%	31%	30%	41%	14%	38%	49%	*	*	*	*	14%	35%	38%
Writing	2011	31%	39%	21%	21%	29%	16%	28%	*	*	*	*	14%	17%	15%
	2010	32%	36%	27%	18%	*	14%	24%	*	*	*	*	*	13%	11%
Science	2011	30%	33%	39%	62%	*	49%	79%	*	*	*	*	*	52%	47%
	2010	28%	30%	43%	46%	40%	31%	61%	*	*	*	*	30%	34%	28%
All Tests	2011	16%	19%	16%	23%	20%	18%	32%	*	*	*	*	< 1%	15%	18%
	2010	15%	17%	15%	23%	< 1%	17%	34%	*	*	*	*	5%	15%	16%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	94%	> 99%	*	*	*	*	*	*	*	> 99%	> 99%	*
	2010	85%	88%	96%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	*
Mathematics	2011	77%	83%	88%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
	2010	75%	79%	91%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	*
Writing	2011	80%	88%	91%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Science	2011	60%	60%	63%	*	*	*	*	*	*	*	*	*	*	*
	2010	58%	58%	67%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	78%	89%	*	*	*	*	*	*	*	89%	86%	*
	2010	64%	69%	79%	82%	*	75%	*	*	*	*	*	80%	80%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	99.5%	98.7%	96.0%	98.2%	100.0%	*	*	*	-	92.9%	98.3%	97.7%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	92.2%	95.2%	88.0%	95.2%	96.5%	*	*	*	-	53.6%	94.4%	95.4%
Not on TAKS	7.6%	7.6%	7.1%	3.5%	8.0%	3.0%	3.5%	*	*	*	-	39.3%	3.9%	2.3%
TAKS(Acc) Only	2.4%	2.1%	1.2%	1.0%	0.0%	1.2%	0.9%	*	*	*	-	10.7%	1.3%	1.5%
TAKS-M Only	3.1%	3.4%	2.7%	1.6%	4.0%	1.2%	1.8%	*	*	*	-	17.9%	1.7%	0.0%
TAKS-Alt Only	0.9%	0.7%	0.8%	0.0%	0.0%	0.0%	0.0%	*	*	*	-	0.0%	0.0%	0.0%
Combination	1.3%	1.4%	1.1%	1.0%	4.0%	0.6%	0.9%	*	*	*	-	10.7%	0.9%	0.8%
By Acct Status														
Acct System	94.0%	95.7%	93.2%	92.9%	80.0%	92.8%	95.6%	*	*	*	-	89.3%	92.2%	93.1%
Non-Acct System	4.6%	3.5%	6.3%	5.8%	16.0%	5.4%	4.4%	*	*	*	-	3.6%	6.1%	4.6%
Mobile	4.6%	3.5%	6.3%	5.8%	16.0%	5.4%	4.4%	*	*	*	-	3.6%	6.1%	4.6%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	-	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.5%	1.3%	4.0%	1.8%	0.0%	*	*	*	-	7.1%	1.7%	2.3%
Absent	0.1%	0.1%	0.0%	0.3%	4.0%	0.0%	0.0%	*	*	*	-	3.6%	0.4%	0.0%
LEP Exempt	0.9%	0.5%	0.0%	1.0%	0.0%	1.8%	0.0%	*	*	*	-	3.6%	1.3%	2.3%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	-	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	254	310	25	166	114	1	3	1	0	28	231	130
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.7%	98.6%	100.0%	97.9%	99.2%	-	-	-	-	100.0%	98.0%	96.4%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	92.0%	93.3%	94.4%	92.3%	94.3%	-	-	-	-	37.5%	91.0%	93.7%
Not on TAKS	7.8%	7.7%	7.9%	5.3%	5.6%	5.6%	4.9%	-	-	-	-	62.5%	7.0%	2.7%
TAKS(Acc) Only	2.3%	1.8%	1.5%	1.1%	0.0%	1.4%	0.8%	-	-	-	-	12.5%	1.5%	0.9%
TAKS-M Only	3.3%	3.8%	3.2%	2.1%	5.6%	3.5%	0.0%	-	-	-	-	25.0%	3.0%	0.9%
TAKS-Alt Only	0.8%	0.7%	0.5%	0.4%	0.0%	0.0%	0.8%	-	-	-	-	4.2%	0.0%	0.0%
Combination	1.3%	1.3%	1.0%	1.8%	0.0%	0.7%	3.3%	-	-	-	-	20.8%	2.5%	0.9%
By Acct Status														
Acct System	90.0%	91.0%	89.5%	84.8%	72.2%	85.9%	86.1%	-	-	-	-	58.3%	82.9%	89.2%
Non-Acct System	8.6%	8.1%	9.9%	13.8%	27.8%	12.0%	13.1%	-	-	-	-	41.7%	15.1%	7.2%
Mobile	4.4%	3.6%	5.5%	11.3%	22.2%	8.5%	12.3%	-	-	-	-	12.5%	12.1%	6.3%
Non-Acct Test	4.2%	4.5%	4.0%	2.5%	5.6%	3.5%	0.8%	-	-	-	-	29.2%	3.0%	0.9%
Not Tested	1.4%	0.9%	0.3%	1.4%	0.0%	2.1%	0.8%	-	-	-	-	0.0%	2.0%	3.6%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	1.4%	0.0%	2.1%	0.8%	-	-	-	-	0.0%	2.0%	3.6%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	268	283	18	142	122	0	0	0	0	24	199	111

District Name: DENTON ISD
Campus Name: HODGE EL
Campus #: 061901105

Total Students: 655
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	45%	29%	*	20%	*	*	*	*	*	*	29%	*
	2010	50%	53%	49%	44%	*	27%	*	*	*	*	*	*	46%	30%
Mathematics	2011	42%	43%	44%	57%	*	*	*	*	*	*	*	*	50%	*
	2010	45%	52%	48%	47%	*	17%	63%	*	*	*	*	*	46%	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	92	78	*	88	*	*	*	*	*	*	78	*
	2010	86	90	105	103	*	95	103	*	*	*	*	*	102	97
Mathematics	2011	64	66	90	121	*	*	*	*	*	*	*	*	123	*
	2010	70	77	90	96	*	75	110	*	*	*	*	*	98	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	14%	10%	*	16%	3%	*	*	*	*	*	14%	18%
	2010	15%	10%	15%	17%	< 1%	28%	8%	*	*	*	*	10%	21%	36%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	95%	95%	*	90%	> 99%	*	*	*	*	*	92%	87%
	2010	92%	96%	95%	87%	> 99%	75%	97%	*	*	*	*	90%	79%	64%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	16%	1%	*	2%	< 1%	*	*	*	*	*	2%	3%
	2010	14%	9%	14%	21%	< 1%	31%	14%	*	*	*	*	60%	30%	36%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	93%	> 99%	*	> 99%	> 99%	*	*	*	*	*	> 99%	> 99%
	2010	92%	95%	95%	90%	> 99%	86%	92%	*	*	*	*	90%	85%	84%
English Language Learners Progress Indicator															
2010-11		80%	86%	81%	81%	*	81%	*	*	*	*	*	30%	80%	79%
2009-10		79%	85%	86%	80%	*	80%	*	*	*	*	*	80%	80%	79%
Attendance Rate @															
2009-10		95.5%	95.9%	96.2%	96.2%	96.8%	96.7%	95.6%	*	*	-	-	95.2%	96.3%	97.0%
2008-09		95.6%	95.9%	96.5%	96.4%	97.1%	97.0%	95.5%	*	n/a	n/a	n/a	95.6%	96.6%	97.2%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		655	100.0%	21,973	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.4%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	7.0%	3.0%	4.5%
	Kindergarten	123	18.8%	13.7%	8.5%	7.6%
	Grade 1	102	15.6%	15.1%	8.5%	7.9%
	Grade 2	119	18.2%	15.9%	8.8%	7.7%
	Grade 3	117	17.9%	15.9%	8.5%	7.6%
	Grade 4	98	15.0%	17.5%	7.9%	7.6%
	Grade 5	96	14.7%	13.2%	7.9%	7.6%
	Grade 6	0	0.0%	1.3%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.0%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	52	7.9%	7.5%	11.6%	12.9%
	Hispanic	331	50.5%	59.1%	30.8%	50.3%
	White	251	38.3%	30.1%	52.9%	31.2%
	Native American	8	1.2%	0.4%	0.9%	0.5%
	Asian	8	1.2%	1.3%	2.6%	3.4%
	Pacific Islander	1	0.2%	0.1%	0.1%	0.1%
	Two or More Races	4	0.6%	1.5%	1.2%	1.6%
Economically Disadvantaged		484	73.9%	73.8%	41.5%	59.2%
Limited English Proficient (LEP)		269	41.1%	25.6%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		0	0.0%	0.4%	1.3%	1.9%
At-Risk		395	60.3%	52.6%	35.1%	46.3%
Mobility (2009-10)		127	22.2%	17.6%	17.1%	18.2%
Number of Students per Teacher		13.4	n/a	14.8	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	2.5%	2.6%	2.1%	2.3%	7.1%	12.9%	14.3%	10.7%
Grade 1	2.2%	5.3%	1.5%	4.7%	6.7%	16.3%	8.5%	8.9%
Grade 2	3.3%	2.7%	0.8%	2.8%	0.0%	5.6%	3.8%	4.1%
Grade 3	0.0%	1.9%	1.1%	2.0%	0.0%	1.9%	1.4%	1.8%
Grade 4	0.0%	0.8%	0.1%	1.1%	0.0%	0.9%	0.4%	0.9%
Grade 5	2.8%	1.2%	0.4%	1.3%	0.0%	0.6%	2.0%	1.3%
Grade 6	-	0.0%	0.1%	0.7%	-	2.3%	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	19.2	18.3	18.8	19.0
	Grade 1	19.0	18.5	18.9	18.9
	Grade 2	20.0	18.5	18.8	18.8
	Grade 3	19.8	18.2	19.1	18.8
	Grade 4	19.9	18.5	20.3	19.0
	Grade 5	20.8	19.5	21.9	21.4
	Grade 6	-	20.4	20.9	20.7
	Mixed Grades	27.0	21.2	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	65.4	100.0%	100.0%	100.0%	100.0%
Professional Staff:	58.6	89.6%	83.8%	72.3%	63.4%
Teachers	48.8	74.6%	71.7%	56.2%	50.5%
Professional Support	6.8	10.4%	8.5%	12.8%	9.0%
Campus Admin. (School Leader.)	3.0	4.6%	3.6%	2.7%	2.8%
Educational Aides:	6.8	10.4%	16.2%	7.9%	9.5%
Total Minority Staff:	21.4	32.7%	32.8%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	3.7%	6.5%	9.3%
Hispanic	15.8	32.3%	25.6%	11.7%	23.7%
White	33.0	67.6%	67.7%	78.4%	63.9%
American Indian	0.0	0.0%	0.3%	0.8%	0.4%
Asian	0.0	0.1%	1.3%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.4%	2.1%	1.3%
Males	3.0	6.2%	7.8%	24.0%	23.2%
Females	45.8	93.8%	92.2%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	3.0	6.1%	4.8%	4.8%	6.0%
1-5 Years Experience	16.0	32.8%	31.4%	31.8%	30.0%
6-10 Years Experience	9.3	19.1%	19.4%	22.7%	21.1%
11-20 Years Experience	10.7	21.9%	26.8%	25.5%	25.0%
0ver 20 Years Experience	9.8	20.0%	17.5%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	10.9 yrs.	11.4 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	6.7 yrs.	8.3 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$47,190	$40,276	$45,521	$41,272
1-5 Years Experience	$47,243	$43,314	$47,448	$44,013
6-10 Years Experience	$47,941	$45,806	$48,287	$46,604
11-20 Years Experience	$52,667	$49,316	$51,852	$50,476
Over 20 Years Experience	$62,462	$56,361	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$51,613	$47,546	$51,120	$48,638
Professional Support	$54,585	$52,209	$55,177	$57,045
Campus Administration (School Leadership)	$63,196	$70,311	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	5.2	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$4,139,913	100.0%	$7,065	$4,705,015	100.0%	$8,029	$136,103,898	100.0%	$6,333
Instruction (11,95)	$3,100,708	74.9%	$5,291	$3,424,199	72.8%	$5,843	$103,356,152	75.9%	$4,809
Instructional-Related Services (12,13)	$170,775	4.1%	$291	$177,991	3.8%	$304	$4,471,307	3.3%	$208
Instructional Leadership (21)	$76,029	1.8%	$130	$76,029	1.6%	$130	$1,705,180	1.3%	$79
School Leadership (23)	$225,866	5.5%	$385	$229,645	4.9%	$392	$8,838,541	6.5%	$411
Support Services-Student (31,32,33)	$198,026	4.8%	$338	$201,358	4.3%	$344	$5,843,623	4.3%	$272
Other Campus Costs (35,36,51,52,53)	$368,509	8.9%	$629	$595,793	12.7%	$1,017	$11,889,095	8.7%	$553
By Program:									
Total Operating Expenditures	$3,771,404	100.0%	$6,436	$4,078,684	100.0%	$6,960	$123,775,393	100.0%	$5,759
Bilingual/ESL Education (25)	$404,073	10.7%	$690	$404,073	9.9%	$690	$9,490,991	7.7%	$442
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Accelerated Education (24,30)	$117,309	3.1%	$200	$419,815	10.3%	$716	$21,446,914	17.3%	$998
Gifted & Talented Education (21)	$88,507	2.3%	$151	$88,507	2.2%	$151	$1,905,855	1.5%	$89
Regular Education (11)	$2,675,060	70.9%	$4,565	$2,675,060	65.6%	$4,565	$73,854,469	59.7%	$3,436
Special Education (23)	$486,455	12.9%	$830	$491,229	12.0%	$838	$16,924,594	13.7%	$787
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$93	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$152,477	0.1%	$7

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	269	41.1%	24.2%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	42	6.4%	4.1%	8.7%	7.7%
Special Education	67	10.2%	8.4%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	12.3	25.3%	9.2%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.3%	3.6%	4.0%
Compensatory Education	0.7	1.5%	6.5%	5.0%	2.9%
Gifted & Talented Education	1.0	2.0%	1.1%	1.7%	1.9%
Regular Education	30.0	61.4%	74.9%	68.0%	73.4%
Special Education	4.8	9.8%	8.1%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% Econ	% Hispanic	% LEP	% White	% Mobility	% Afr_Amer
007904101		LYTLE EL	LYTLE ISD	73.4	76.9	9.7	20.7	16.1	1.2
020901110		DON JETER EL	ALVIN ISD	73.0	66.6	45.0	13.9	16.1	11.0
029901102		JACKSON/ROOSEVELT COMPLE	CALHOUN COUNTY ISD	72.8	70.1	17.1	26.4	13.7	2.2
057905174		ROBERT E LEE ELEMENTARY	DALLAS ISD	73.5	72.7	28.1	15.8	13.1	8.1
059901104		NORTHWEST EL	HEREFORD ISD	74.8	78.3	19.6	19.6	10.4	1.3
061901105	>	HODGE EL	DENTON ISD	73.9	50.5	41.1	38.3	22.2	7.9
068901130		LAURO CAVAZOS EL	ECTOR COUNTY ISD	73.1	84.3	32.0	14.4	16.1	0.3
070912108		WEDGEWORTH EL	WAXAHACHIE ISD	74.2	52.2	35.5	34.6	17.7	10.7
071902158		BRADLEY EL	EL PASO ISD	74.1	66.3	15.2	15.0	17.7	14.5
084901108		SAN LEON EL	DICKINSON ISD	74.4	48.9	23.5	41.1	27.6	4.7
084902106		OPPE EL	GALVESTON ISD	73.1	55.0	39.9	34.9	21.7	6.4
101907142		DURYEA ELEMENTARY	CYPRESS-FAIRBANKS ISD	73.1	58.4	37.9	14.1	13.9	20.4
101920119		SHERWOOD EL	SPRING BRANCH ISD	73.9	67.8	49.2	15.2	33.5	13.7
105902101		BOWIE EL	SAN MARCOS CISD	72.9	79.0	13.5	14.9	14.5	4.3
105902103		DEZAVALA EL	SAN MARCOS CISD	74.6	83.0	19.3	14.1	13.1	2.6
125901101		HILLCREST EL	ALICE ISD	73.3	81.3	2.9	18.3	10.9	0.0
126903109		COOKE EL	CLEBURNE ISD	73.0	61.1	34.3	33.1	20.9	2.7
126908101		VENUS EL	VENUS ISD	73.9	45.8	26.6	47.8	13.3	2.9
127903102		HAMLIN EL	HAMLIN ISD	73.4	38.9	7.8	51.2	17.3	5.3
138903101		MUNDAY EL	MUNDAY CISD	73.5	52.0	12.2	35.2	12.9	9.2
144901103		GIDDINGS INT	GIDDINGS ISD	73.2	54.0	17.6	31.8	13.5	10.0
148901101		KIRKSEY EL	BOOKER ISD	73.6	68.8	30.8	30.3	12.2	0.0
158901043		MCALLISTER INT	BAY CITY ISD	74.5	44.8	2.3	26.8	17.2	25.5
165901112		LONG EL	MIDLAND ISD	73.3	74.7	12.1	17.9	16.6	5.1
166901101		CAMERON EL	CAMERON ISD	73.5	41.1	7.3	37.5	9.3	19.4
170902102		AUSTIN EL	CONROE ISD	74.9	40.1	28.0	56.6	18.8	0.5
170902124		REAVES EL	CONROE ISD	74.6	42.4	29.3	38.9	27.0	13.5
170906105		WILLIE E WILLIAMS ELEMEN	MAGNOLIA ISD	74.0	39.2	26.2	55.4	19.8	3.0
170906106		CEDRIC C SMITH	MAGNOLIA ISD	73.4	59.4	48.4	37.4	13.2	0.2
178904138		WILSON EL	CORPUS CHRISTI ISD	74.0	72.7	4.7	22.3	27.0	2.0
178913101		BANQUETE EL	BANQUETE ISD	74.0	82.9	7.0	16.5	14.9	0.3
188901103		BIVINS EL	AMARILLO ISD	73.6	36.0	4.3	52.4	22.9	7.2
220905154		M L PHILLIPS EL	FORT WORTH ISD	74.3	61.7	41.5	20.2	19.7	15.3
220908101		ALICE PONDER EL	MANSFIELD ISD	73.5	51.9	42.1	28.5	18.0	13.7
220908113		ERMA NASH EL	MANSFIELD ISD	74.1	62.6	40.6	27.5	15.6	6.5
220916103		HARRISON LANE EL	HURST-EULESS-BEDFORD ISD	74.0	28.3	12.1	51.8	27.0	15.3
220918101		L A GILILLAND EL	EAGLE MT-SAGINAW ISD	72.9	54.5	31.3	27.6	16.8	11.4
227901140		TRAVIS HTS EL	AUSTIN ISD	74.8	68.9	23.9	19.8	16.7	7.2
236902104		SCOTT JOHNSON EL	HUNTSVILLE ISD	74.0	40.3	25.1	39.1	14.6	19.6
248901101		KERMIT EL	KERMIT ISD	73.9	72.6	23.8	22.9	14.9	2.9
252903101		OLNEY EL	OLNEY ISD	74.0	35.0	9.5	60.7	18.3	1.1
		Group Average		73.8	59.1	25.6	30.1	17.6	7.5

*** Order of columns will vary on lists for other campuses ***

	Reading						Mathematics					
	(1)	(2)	(3)	(4)	(5)	(6)	(1)	(2)	(3)	(4)	(5)	(6)
Campus Name	Number Matched Students	2010 Avg Scale Score	2011 Avg Scale Score	2010 Failer Avg VSG	2011 Avg VSG	2011 Quar-tile	Number Matched Students	2010 Avg Scale Score	2011 Avg Scale Score	2010 Failer Avg VSG	2011 Avg VSG	2011 Quar-tile
LYTLE EL	222	580	635	67	55	Q1	220	581	655	120	73	Q1
DON JETER EL	194	649	698	104	49	Q1	191	650	718	81	68	Q2
JACKSON/ROOSEVELT CO	213	633	666	110	33	Q4	216	622	664	74	41	Q4
ROBERT E LEE ELEMENT	56	633	673	114	40	Q3	65	606	672	132	65	Q2
NORTHWEST EL	131	622	663	61	41	Q2	132	607	679	82	72	Q1
> HODGE EL	135	653	690	78	37	Q3	135	653	717	121	64	Q2
LAURO CAVAZOS EL	296	635	669	80	35	Q3	297	626	683	76	57	Q3
WEDGEWORTH EL	207	645	680	88	35	Q3	210	638	675	110	37	Q4
BRADLEY EL	120	639	680	107	41	Q2	117	624	681	76	57	Q3
SAN LEON EL	96	609	647	114	38	Q3	96	581	669	96	89	Q1
OPPE EL	99	623	669	81	45	Q2	84	606	665	97	59	Q3
DURYEA ELEMENTARY	302	619	660	99	41	Q2	305	604	674	98	70	Q2
SHERWOOD EL	62	611	659	100	48	Q1	62	596	659	89	63	Q2
BOWIE EL	166	623	675	134	52	Q1	175	629	697	93	68	Q2
DEZAVALA EL	188	605	653	96	48	Q1	185	606	684	96	78	Q1
HILLCREST EL	33	628	665	79	37	Q3	33	592	666	124	74	Q1
COOKE EL	133	619	649	92	30	Q4	135	584	628	65	44	Q4
VENUS EL	262	608	650	82	42	Q2	266	589	648	62	59	Q3
HAMLIN EL	61	643	679	107	36	Q3	61	638	703	181	66	Q2
MUNDAY EL	61	664	707	81	43	Q2	61	630	674	73	44	Q4
GIDDINGS INT	217	603	655	82	52	Q1	222	607	662	85	56	Q3
KIRKSEY EL	42	654	677	136	23	Q4	42	642	700	84	58	Q3
MCALLISTER INT	261	608	652	96	44	Q2	261	595	642	80	48	Q4
LONG EL	180	624	654	63	30	Q4	181	627	675	71	48	Q4
CAMERON EL	229	641	668	77	27	Q4	228	601	663	94	62	Q2
AUSTIN EL	134	592	634	92	42	Q2	136	568	620	54	52	Q3
REAVES EL	87	623	635	72	12	Q4	85	605	684	111	79	Q1
WILLIE E WILLIAMS EL	178	612	656	74	44	Q2	175	608	657	75	49	Q3
CEDRIC C SMITH	137	636	683	100	48	Q1	144	623	687	90	64	Q2
WILSON EL	148	625	671	107	46	Q2	145	603	665	73	61	Q2
BANQUETE EL	102	647	683	58	36	Q3	103	640	690	153	49	Q3
BIVINS EL	124	671	709	95	37	Q3	120	645	687	73	43	Q4
M L PHILLIPS EL	111	603	667	101	64	Q1	109	568	670	90	103	Q1
ALICE PONDER EL	83	619	649	102	30	Q4	88	609	663	132	54	Q3
ERMA NASH EL	96	622	639	51	17	Q4	94	585	657	96	72	Q1
HARRISON LANE EL	161	672	723	156	51	Q1	162	657	713	116	56	Q3
L A GILILLAND EL	121	631	680	69	49	Q1	120	629	693	26	65	Q2
TRAVIS HTS EL	103	632	676	75	44	Q2	96	639	682	86	43	Q4
SCOTT JOHNSON EL	109	619	648	72	29	Q4	108	589	667	102	78	Q1
KERMIT EL	156	567	598	67	31	Q4	156	540	582	64	43	Q4
OLNEY EL	85	634	675	110	41	Q2	85	618	690	129	71	Q1
Group Average	141	623	663	86	41	--	141	609	669	85	60	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Hodge Elementary 2011-2012

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Hodge Elementary 2011-2012's Mission Statement

To Learn, To Teach, To Grow, To Serve.

Board Goals

Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

Hodge Elementary 2011-2012 Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	61	93	56	72	94	38		
3	AA	8	63	25	10	90	20		
3	Hispanic	12	92	25	18	94	33		
3	White	39	100	69	41	95	46		
3	Eco. Dis.	33	91	39	43	91	19		
3	SPED	4			7	86	0		
3	LEP C	7	86	29	7	86	29		
3	LEP M1								
3	LEP M2								
4	All	61	89	34	73	89	33		
4	AA	5	100	0	6	83	33		
4	Hispanic	23	87	22	31	81	16		
4	White	33	88	48	35	97	46		
4	Eco. Dis.	38	84	18	51	84	24		
4	SPED	1			5	80	0		
4	LEP C	16	81	13	20	80	15		
4	LEP M1								
4	LEP M2								
5	All	78	88	32	86	94	41		
5	AA	4			5	100	40		
5	Hispanic	31	77	19	44	89	32		
5	White	43	95	42	36	100	53		
5	Eco. Dis.	48	81	19	61	92	31		
5	SPED	7	86	0	1				
5	LEP C	17	65	6	33	85	24		
5	LEP M1								
5	LEP M2								

Hodge Elementary 2011-2012 Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	52	94	19	58	90	24		
4	AA	5	100	20	7	71	29		
4	Hispanic	13	92	15	18	83	17		
4	White	34	94	21	32	97	28		
4	Eco. Dis.	29	90	10	38	87	18		
4	SPED	1			5	80	20		
4	LEP C	6	83	0	7	71	14		
4	LEP M1								
4	LEP M2								

Hodge Elementary 2011-2012 Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	62	94	37	72	93	39		
3	AA	8	63	0	10	100	30		
3	Hispanic	12	92	25	18	94	22		
3	White	40	100	48	41	90	51		
3	Eco. Dis.	34	91	24	43	88	21		
3	SPED	5	100	20	7	86	0		
3	LEP C	7	86	43	7	100	29		
3	LEP M1								
3	LEP M2								
4	All	64	95	48	74	95	54		
4	AA	5	100	40	7	86	29		
4	Hispanic	24	96	46	31	94	45		
4	White	35	94	51	35	97	66		
4	Eco. Dis.	41	95	37	52	94	42		
4	SPED	2			6	100	50		
4	LEP C	17	94	35	20	95	40		
4	LEP M1								
4	LEP M2								
5	All	80	90	40	91	100	62		
5	AA	4			6	100	50		
5	Hispanic	34	85	32	48	100	58		
5	White	42	93	50	36	100	67		
5	Eco. Dis.	50	88	36	65	100	58		
5	SPED	7	86	29	3				
5	LEP C	20	80	30	37	100	57		
5	LEP M1								
5	LEP M2								

Hodge Elementary 2011-2012 Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	78	91	47	89	97	63		
5	AA	4			6	100	67		
5	Hispanic	32	78	34	48	96	52		
5	White	42	100	60	34	97	76		
5	Eco. Dis.	47	89	36	64	97	53		
5	SPED	6	83	33	2				
5	LEP C	19	74	32	36	94	50		
5	LEP M1								
5	LEP M2								

Hodge Elementary 2011-2012 Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Hodge Elementary 2011-2012 conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AEIS report
- Attendance rate
- Mobility rate
- PEIMS
- LEP report
- 504 participants
- Special Education Manager
- EXPO participants
- Discipline Referrals
- Free and Reduce Lunch participants

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

Findings/Analysis

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

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

Strengths

- Increased Hispanic EXPO students
- Diverse school population
- Increased family support
- Stable student attendance
- CIS Food for Kids program
- CIS afterschool care for 100 students
- New Hawks program
- New teacher mentors

Needs

- Increase home reading program
- Improve teacher attendance
- Improve student diet
- Improve RTI input
- Improve cum. Folder organization
- Decrease discipline referrals
- Student growth plans for behavior

Summary of Needs

- Monitor correlation between teacher attendance and student performance
- Maintain Latino Family Literacy program and expand to others
- Increase home/school reading program
- Healthy Hodge Family Challenge is a promising project for next year
- Better meet the needs of EXPO Hispanic males
- Continue to develop the vocabulary needs of ELL and At Risk students
- Improve the effective involvement of CIS participants

Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- TAKS data
- LPAC information
- 504 documentation/dyslexia students
- Sp. Ed. Manager
- ELI/SELI results and monitoring sheets
- Kathy Richardson results
- TELPAS results
- District benchmark results
- Campus common assessments
- Grade Level Report cards

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

Findings/Analysis

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

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

Strengths

- Identifies S strengths & weaknesses
- Small group instruction works
- AWARE is a valuable tool
- Benchmarks help drive instruction
- Focus on objectives
- Acceleration activities
- K-2 assessment walls
- PLC format targets instruction
- Dyslexia program addresses needs
- RR/DLL & STAR target needs

Needs

- Structured reflection of monitoring
- Targeted support with specialists
- Deeper understanding of PLC model
- More activities for high achievers
- More support for bilingual classes
- Greater support for K-2 math
- Improved Literacy Intervention

Summary of Needs

- Motor lab has served the needs of young learners; more building wide impact
- Math specialist has been hired to meet the needs of K-2nd grade students
- Strong bilingual teachers are modeling lessons vertically with vocabulary focus
- RTI effectiveness of struggling students
- Stronger vertical alignment based on campus wide learning walks
- Effective deployment of specialists to assist teachers and students

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Student Safety Patrol TEAM
- Campus Book studies; Mindset/Culture
- SOS: Save One Student iniatitive
- Latino Family Literacy Project
- PTA membership and duties
- DOGS program; male involvement
- Adopt-A-School program
- Community Volunteer Programs
- Learning Walks for vertical alignment
- PLC and TEAM meetings

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

Findings/Analysis

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

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

Strengths

- Latino Literacy Program
- DOGS increased male involvement
- Parent survey
- Student survey
- Teacher survey
- Student tutors of lower grades
- Staff meeting celebrations
- Board & community visits
- Internshipments with UNT & TWU
- HS helpers and Mentors

Needs

- Increase PTA active involvement
- Greater vertical alignment
- Walk the Walls more frequently
- Leadership spread more evenly
- More immediate feedback on surveys
- More consistent communication

Summary of Needs

- Continue "Transforming School Culture" study
- Deeper understanding of "Mindset"
- Encourage student and staff individual goal setting for academic and social needs
- Continue with REFLECTIVE time built into each meeting
- More student voice in programs and conferences
- Stronger support for struggling teachers
- Greater mentorship of staff new to the campus
- Delegated jobs for parent volunteers

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Staff stability and mobility
- Recruitment of quality teachers
- Softsearch
- Mentorship of new teachers
- PRIDE documentation
- Bilingual/ESL recruitment
- Dual Language program
- TEAM interviews
- Administrative TEAM collaboration
- 1st Year Teacher Academy

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

Findings/Analysis

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

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

Strengths

- 1st year Teacher Academy
- Strong specialist support
- DI instructional time
- PLC meetings with collaboration
- Instructional aide support
- Learning walks that focus on GREATNESS
- Celebrating successess at staff meetings
- PLC meetings with collaboration
- Math/Science academies
- Dual Language support from district

Needs

- More effective goal settings
- Improved mentorship for teachers/aides

Summary of Needs

- Improved scheduling of support and specialists
- Internships with UNT & TWU are beneficial to targeted areas
- More individualized staff development for individual teachers/TEAMS
- Address dysfunctions of TEAMS with a positive approach for LEARNING for ALL
- Increased instructional focus with appropriate specialists support
- Continue to build TRUST and MINDSET for professional growth
- Staff in the right seat, on the right bus, moving in the right direction for students
- Confrontation of brutal facts…examining our daily practices
- Increased celebrations of incremental staff improvements
- More social time for TEAMS to interact outside of school

Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Master schedule
- Literacy/Classroom/School libraries
- Comprehension Toolkits
- Math & Science games
- Technology Usage
- Reading Counts usge
- Assessments results
- Report cards
- RTI data
- RR/DLL/Dyslexia results

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

Findings/Analysis

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

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

Strengths

- Effective DI time with learning targets
- Varied instructional strategies
- High student interest projects
- WFTB implementation
- Learning Walks to increase alignment
- University interns to support efforts
- High student expectations
- Urgent instructional delivery
- Integrated instruction
- Improve TEAM lesson planning

Needs

- Improved co-teaching methods
- Campus wide WFTB implementation
- Grading practices
- RTI opportunities for improvement
- Improved scheduling of support
- Analyzing data to drive instruction
- Improved follow up on assessments
- Specific feedback on instruction
- More bilingual resources
- Continued staff development

Summary of Needs

- Creation of strong instructional TEAM with collaboratively staff support of targets
- Specific long and short terms goals for TEAMS and campus wide
- Integration of current resources to support high quality instruction
- Improving monitoring of Assessment Walls in K-2 for reading and math
- Examinination of grading practices that correlate with student learning
- Continue developing a high performing PLC format
- Support of the CIS program and the academic needs of participants

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Volunteer hours
- PTA membership
- CIS roster
- Community resources
- Counseling program
- Latino Family Literacy program
- Adopt A School
- D.O.G.S. program
- Campus tours for parents
- Outdoor Learning Center activities

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

Findings/Analysis

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

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

Strengths

- TWU play therapy
- Counseling for students and families
- Food 4 Kids program thro CIS
- Lunch program for needy students
- Math and Science Nights
- Parent/Student conferences
- RTI committee support for families
- Local universities
- Local medical/dental/eye services
- Adopt-A-School program

Needs

Summary of Needs

- Our campus uses a wide variety of community services to support the identified
- needs of our student population, both inside and outside the school day. We have a wealth of support of meet the various needs of our students and their families. We work closely with Friends of the Family, CASA, CPS, Lions Club, Kiwanis, MHMR…..just to name a few. Our counselor, along with the input of our dedicated staff, strive to meet any and all needs that impact students and their families. Our ultimate goal is to remove any barriers that infringe on the academic/social/emotional success of our students.

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Campus Map
- Master schedule
- Duty rosters for staff
- TEAM configurations
- Support programs
- PDAS schedule
- Instructional Coaches Plan
- Teacher certifications
- Eduphoria
- Staff Development priorities

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

Findings/Analysis

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

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

Strengths

- Dyslexia/RR/DLL support
- RTI process to identify needs
- PLC meetings to drive instruction
- District staff development iniaititives
- 1st Year Teacher Academy
- ELT program
- Cluster visits
- Daily DI time in master schedule
- Specialists to support teachers
- Brain Gym activities

Needs

- Improve push-in support schedule
- Increased bilingual support
- Improve PLC effectiveness
- Improve targets of all meetings
- Effectiveness of our CLT
- Increase response to at risks students
- Strive for Higher Order Thinking for ALL
- Student led conferences
- Student goal setting
- Vertical collaboration

Summary of Needs

- Form follows funtion…..make decisions based on student needs
- Implementation of campus wide CHAMPS program
- Deeper understanding of Dual Language program
- Improve integration of Special Areas into daily curriculum
- Supportive instructional coach schedule
- Improve evaluation schedule by administration
- Improve integration of instruction across the campus
- Continue Learning Walks with focus on effectiveness instruction
- Recognition for TEAMS and individuals that are successful for students
- Mastere Schedule

Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- SRI results
- Library circulation and web usage
- Student/Teacher survey
- Title funding
- Study Island data
- Classworks data
- Tumblebooks usage
- Computer Lab schedule
- Brainpops
- Euphoria

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

Findings/Analysis

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

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

Strengths

- Brainpops and Tumblebooks usage
- Study Island for DI
- Journey's adoption series
- Data bases are being effectively used
- Learn to Type
- Reading Counts program
- United Streaming
- Distance Learning experiences
- TI support for classroom teachers
- AWARE for targeted instruction

Needs

- Improve usage of literacy library tools
- More bilingual resources
- Mobi training and usage
- Smart boards
- E-alert usage
- Call out system for parents/students

Summary of Needs

- Improve RTI process for tracking student needs
- Implementation of Mobi
- Increased memory of classroom computers
- Compatibility of programs with available operating systems
- Availability of headsets with microphones
- Appropriate input of HEAT tickets to track campus needs
- Improve integration of technology into daily instruction
- Improve individual websites
- Consistent adminstrator update of webpage
- Increase student usage of daily technology

Comprehensive Needs Assessment Summary of Priority Needs
HODGE ELEMENTARY

Demographics:

Monitor correlation between teacher attendance and student performance
Maintain Latino Family Literacy program and expand to others
Increase home/school reading program
Healthy Hodge Family Challenge is a promising project for next year
Better meet the needs of EXPO Hispanic males
Continue to develop the vocabulary needs of ELL and At Risk students
Improve the effective involvement of CIS participants

School Culture and Climate:

Continue "Transforming School Culture" study
Deeper understanding of "Mindset"
Encourage student and staff individual goal setting for academic and social needs
Continue with REFLECTIVE time built into each meeting
More student voice in programs and conferences
Stronger support for struggling teachers
Greater mentorship of staff new to the campus
Delegated jobs for parent volunteers

Curriculum, Instruction and Assessment:

Creation of strong instructional TEAM with collaboratively staff support of targets
Specific long and short terms goals for TEAMS and campus wide
Integration of current resources to support high quality instruction
Improving monitoring of Assessment Walls in K-2 for reading and math
Examininations of grading practices that correlate with student learning
Continue developing a high performing PLC format
Support of the CIS program and the academic needs of participants

Student Achievement:

Motor lab has served the needs of young learners; more building wide impact
Math specialist has been hired to meet the needs of K-2nd grade students
Strong bilingual teachers are modeling lessons vertically with vocabulary focus
RTI effectiveness of struggling students
Stronger vertical alignment based on campus wide learning walks
Effective deployment of specialists to assist teachers and students

Teacher Quality:

Improved scheduling of support and specialists
Internships with UNT & TWU are beneficial to targeted areas
More individualized staff development for individual teachers/TEAMS
Address dysfunctions of TEAMS with a positive approach for LEARNING for ALL
Increased instructional focus with appropriate specialists support
Continue to build TRUST and MINDSET for professional growth
Staff in the right seat, on the right bus, moving in the right direction for students
Confrontation of brutal facts…examining our daily practices
Increased celebrations of incremental staff improvements
More social time for TEAMS to interact outside of school

Family and Community Involvement:

Our campus uses a wide variety of community services to support the identified needs of our student population, both inside and outside the school day. We have a wealth of support of meet the various needs of our students and their families. We work closely with Friends of the Family, CASA, CPS, Lions Club, Kiwanis, MHMR…..just to name a few. Our counselor, along with the input of our dedicated staff, strive to meet any and all needs that impact students and their families. Our ultimate goal is to remove any barriers that infringe on the academic/social/emotional success of our students.

School Content and Organization:
Form follows funtion…..make decisions based on student needs
Implementation of campus wide CHAMPS program
Deeper understanding of Dual Language program
Improve integration of Special Areas into daily curriculum
Supportive instructional coach schedule
Improve evaluation schedule by administration
Improve integration of instruction across the campus
Continue Learning Walks with focus on effectiveness instruction
Recognition for TEAMS and individuals that are successful for students
Mastere Schedule

Technology:
Improve RTI process for tracking student needs
Implementation of Mobi
Increased memory of classroom computers
Compatibility of programs with available operating systems
Availability of headsets with microphones
Appropriate input of HEAT tickets to track campus needs
Improve integration of technology into daily instruction
Improve individual websites
Consistent adminstrator update of webpage
Increase student usage of daily technology

Board Summary
Campus Improvement Plans
2011-12

Hodge Elementary 2011-2012

Wildy Important Goals for 2011-12
WIG 1: Students will communicate their scientific understanding by using expository writing structures for making observation, stating scientific claims and making compare/contrast that will be scored by a rubric once a six weeks. By the 6th six weeks, 95% of students will show proficiency or mastery of scientific expository writing. (Board Goals II A, B, G, H)
WIG 2: Students will be engaged in an open-ended problem solving task that is scored by a rubric once a six weeks. By the 6th six weeks, 95% of students will show proficiency or mastery of problem solving according to the rubric. (Board Goals I A, II A & F, III C, D, E)
WIG 3: Students will be engaged in setting personal reading and writing goals that will be updated and revised 3-6 times per year. By the 6th six weeks, 100% of students will show proficiency or mastery of their reading and writing goals according to the rubric. (Board Goals II A & B, III C & D).
WIG 4: Grade level PLC TEAMS will meet six times this year with the guidance and support of our math specialist and administration to analyze results from summative tests, and formative district/campus benchmarks. Data will be shared with the entire staff To support the DEVELOPMENTAL STAGE of our Professional Learning Community at Hodge Elementary to allow collaborative TEAMS of teachers to analyze assessments results to increase the academic achievement of ALL students. (Board goals I A, B, C, III B, C, D).

Campus Improvement Plan
Hodge Elementary 2011-2012

WIG 1

Students will communicate their scientific understanding by using expository writing structures for making observation, stating scientific claims and making compare/contrast that will be scored by a rubric once a six weeks. By the 6th six weeks, 95% of students will show proficiency or mastery of scientific expository writing. (Board Goals II A, B, G, H)

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Science taught every day in every grade level. Each grade level will increase the amount of time students experience indoor and outdoor learning activities in regards to science. Our campus has initiated a strong student/teacher/adminstration OLC committee to guide and support this lead. **Person(s) Responsible:** Classroom teachers, support teachers, science coach, and administrators. **Completion Date:** Daily implementation. **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Science texts, Science journals, SALSA materials, Literacy Library, Outdoor Learning Center, Science lab. Title 1 to provide supplies for the planned raised beds in our OLC.	[ ]	[ ]		Anchor Walks, Benchmarks, Lesson Plans, TEAM minutes. Science lab time. Outdoor Learning Center experiences.	Expository writing per six weeks District benchmarks STARR	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase participation in Family Fun Science Night. **Person(s) Responsible:** All Campus staff members led by Science coach. **Completion Date:** November 14, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	District Science Tubs. $50.00	[X]	[ ]		Previous year attendance=235.	Goal for 2011-12 participation is 300 attendees.	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monthly Science Committee meetings to target science WIGS. **Person(s) Responsible:** Science Committee representatives from each grade level. **Completion Date:** Every 30 days **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	CIP School calendar, Vertical alignment meetings, six weeks expository writing samples reviewed.	[ ]	[ ]		Benchmarks, Science labs, OLC minutes, OLC labs, TEAM minutes.	STARR, grade level report cards.	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase Science Fair participation in all grade levels. Mandatory participation for all 5th graders. **Person(s) Responsible:** Science Fair chairperson and Community In Schools coordinator. **Completion Date:** February 8, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Title 1 budget to support consumable needs and student prizes of Science Fair projects for at-risk students. Top student winners will attend district fair at TWU on April 14, 2012. $250.00	[X]	[ ]		Previous year participation. 125 student entries.	Goal for Science Fair 2011-2012 150 entries.	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
5th grade Science Camp with emphasis on environmental enrichment at Camp Grady Spruce. **Person(s) Responsible:** 5th grade TEAM and Science coach. **Completion Date:** November 30- Dec. 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Science journals, Guest speaker Snake Man that will provide students with hands on learning.	[ ]	[ ]		Benchmarks, Report cards, teacher observations, camp journals and student debriefing.	Post test of targeted objectives .	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Science Club GUYS & GALS with focus on the needs of at-risk 5th graders in science, with particular focus on ELL students and the acquisition of high level academic science vocabulary. **Person(s) Responsible:** Lead 5th teachers and Science coach. **Completion Date:** Jan.- May **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District curriculum, Club journals from publications. Extended day pay for teachers providing after school tutorials for at-risk students in the area of Science. $2,000.00	[X]	[ ]		Benchmarks, Teacher assessments, Pre-tests, expository science writing per six weeks.	STARR results	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Scholastic Weekly Reader magazine with Science supplement for 4th grade. This non-fiction high interest reading will deepen student understand as readers and writers while reinforcing their understandings in science and social studies. **Person(s) Responsible:** Classroom teachers and bilingual instructional support aide. **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Scholastic Weekly Reader subscription $300.00	[X]	[ ]		Classroom observations, student writings, student conferences, and expository writings.	STARR results District benchmarks Common assessments	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Science labs for all grade levels. Our 2nd and 3rd grade students will participate in daily science instruction during special areas rotation with SALSA emphasis delivered by our Science coach. Increase the amount of outdoor and indoor learning experiences for ALL students in science to more closely match district recommendations of K-1st 80%, 2nd-3rd 60%, and 4th-5th 50%. **Person(s) Responsible:** Science Committee, classroom teachers, science coach, and administrators. **Completion Date:** twice per six week **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Science lab equipment as recommended by the district. $250.00	[X]	[ ]		Preassessment and Post assessments, OLC raised beds per grade level, science lab experiments.	Post assessments District benchmarks STARR results	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Attendance of CAST (Conference for the Advancement of Science Teachers) for a TEAM of 7 classroom teachers and 1 coach. **Person(s) Responsible:** Classroom teachers and Science coach. **Completion Date:** November 17-19, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	CAST registration and transportation cost to Dallas for three day conference. $1,120.00	[X]	[ ]				[X] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Title 1 instructional aide to support the needs of ELL and bilingual students. **Person(s) Responsible:** Title 1 aide, classroom teachers, and adminstrators. **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Small group support for struggling learners. $20,622	[X]	[ ]	1	Lesson plans, Team minutes, benchmarks.	Benchmarks, TAKS results.	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Support DI instruction in science for ELLS. **Person(s) Responsible:** 5th grade bilingual teacher, push-in support teachers, bilingual instructional aide, and administrators. **Completion Date:** bi-weekly **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Student resources in English and Spanish such as Better TAKS scores. $250.00	[X]	[ ]		Benchmarks, Classroom assessments.	STARR results.	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will find wind direction using the wind sock for fulfill state required science standard. **Person(s) Responsible:** Science coach and classroom teachers visiting the OLC. **Completion Date:** Weekly usage **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Wind Sock for OLC. $70.00	[X]	[ ]		Weekly OLC labs for all grade levels	District benchmarks Common assessments Expository writings STARR results	[X] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Utilize full time Science Interventionist to provide support for science in grades k-5th, with emphasis in grade 2nd and 3rd through daily special areas rotation. **Person(s) Responsible:** Science coach and administrative support **Completion Date:** All year **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Science coach will provide 2nd & 3rd grade level daily instruction, as well as model and support the needs of all other grades to improve instruction. $63,209	[ ]	[X]	1	Anchor Walks Classroom reflections Science projects Science notebooks	Expository writings Science notebooks Common assessments STARR results	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Hodge Elementary 2011-2012

WIG 2

Students will be engaged in an open-ended problem solving task that is scored by a rubric once a six weeks. By the 6th six weeks, 95% of students will show proficiency or mastery of problem solving according to the rubric. (Board Goals I A, II A & F, III C, D, E)

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Align and improve instructional focus in the area of math through year long with six PLC meetings; Oct. 11, Nov. 15, Dec. 13, Feb. 14, March 13, and May 22. **Person(s) Responsible:** Math specialist, classroom teachers, and administrators. **Completion Date:** Six times this year **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Envisions software, scope and sequence, common assessments, PLC meetings, printing materials for PLC.	[ ]	[ ]		Benchmarks, Anchor Walks, Common Assessments, PLC agenda and minutes, Six weeks problem solving rubric results.	STARR results 3rd-5th. Kathy Richardson results K-2nd Skills based report cards	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Daily implementation of problem solving where UPS is used by all students. **Person(s) Responsible:** Math coaches, classroom teachers, and administrators. **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Document cameras, Envisions technology.	[X]	[ ]		Anchor Walks, Student Engagement activities, Benchmarks, Common Assessments, AWARE results.	STARR results 3rd-5th. Kathy Richardson results K-2nd.	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will be exposed to open ended problem solving activities through games and math tasks. **Person(s) Responsible:** Math specialist, classroom teachers, and administrators. **Completion Date:** Weekly **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	New Path Learning, Problem Solver, Motivational Math, Math Expemplars,and like resources to support PLC work. $3,200	[X]	[ ]		Common Assessments, Think, Pair, Share observations, Anchor Walks, Benchmarks, AWARE, Six Weeks Problem Solving rubric results.	STARR results. Kathy Richardson results.	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain and support the position of math specialist that will serve teachers and students to improve achievement and instructional strategies. **Person(s) Responsible:** Math coach, K-2nd coach, and adminstration. **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Assessment data from AWARE, Envisions, .5 of math specialist salary with Title 1 funds ($28,385) and .5 with SCE funds ($28,385).	[X]	[X]	1	Common Assessment data, Benchmarks, Classroom observations, PLC meetings per six weeks.	Staff survey, STARR results, Kathy Richardson results. Skills based report cards	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide mini sessions on Kathy Richardson implementation for K-2nd teachers in order to successfully implement Kathy Richardson instruction and intervention in the classroom. Teachers will receive targeted staff development on the usage and purpose of the Richardson assessment tool. Teachers will use the Kathy Richardson games in their classrooms in learning stations. **Person(s) Responsible:** Math coach, K-2nd coach, and district coordinator. **Completion Date:** Oct. 30, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Such resources as Kathy Richardson activity kits, math closet manipulatives, district math specialist. $500	[X]	[ ]		Kathy Richardson results, Anchor Walks, Common Assessments.	Kathy Richardson, 95% of students on grade level at EOY.	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide and support teacher implementation of targeted instruction, targeted intervention groups and targeted acceleration groups based on data analyzed in PLCS. **Person(s) Responsible:** Math specialist, classroom teachers, and adminstrators. **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Math warm ups across grade levels, scope and sequence, Campus budget,Title 1 budget for targeted instruction in math. $500.00	[X]	[ ]		Anchor walks Benchmarks, DI performance, Common Assessments.	Six weeks problem solving rubrics, STARR results, EOY Kathy Richardson.	[X] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Encourage parents to become involved in their child's math instruction through Increasing parental involvement in Family Fiesta Math Night. **Person(s) Responsible:** Math specialist, classroom teachers, administrators, UNT student interns. **Completion Date:** Oct. 20, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	UNT PDS interns, Math games, Consumable materials for tubs and door prizes with campus funds.	[ ]	[ ]		Previous year 118 students completed summary sheets for the event.	Goal of 150 participants in Math Night	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teacher will use Frog Games in grades K-5th. The activities are designed for hands-on learning that motivates students participation and conversation. **Person(s) Responsible:** Math Specialist and K-2nd coach **Completion Date:** All year based on S & S **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Frog Games per grade level for classroom learning stations.	[ ]	[ ]		Previous school year data, current common assessments, math stations, guided math, and benchmarks.	Teacher/student response to the tool. EOY Richardson and STARR results.	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Math taught daily in every classroom and will be evident in classroom results on common assessments. **Person(s) Responsible:** Administrators, classroom teachers, math coach, and K-2nd coach. **Completion Date:** daily **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Eduphoria, Envisions, Campus technology, Motivational math, DI mini lessons, manipulatives.	[ ]	[ ]		Common Assessments, District Benchmarks Problem Solving Rubrics	District Benchmarks, STARR results	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Train teachers in the effective use of AWARE in order to monitor student progress and provide appropriate intervention and acceleration through 6 PLC meetings. **Person(s) Responsible:** Math coach **Completion Date:** October 11, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Math coach will assist teachers in analyzing data to form intervention groups and learning targets based on results.	[ ]	[ ]		AWARE data used in forming intervention groups.	District Benchmarks, STARR and KR results.	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Staff development provided by campus math specialist based on assessment results and DI data. **Person(s) Responsible:** Led by Math Specialist and supported by classroom teachers and administrators. **Completion Date:** Each six weeks **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	District curriculum, benchmark data, UPS check strategy. Each six weeks, rubrics will be reviewed and analyzed.	[ ]	[ ]		Benchmarks, Anchor walks, Math specialist modeling, Problem solving rubric results.	Kathy Richardson, STARR results, Wall Talk,/	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain and support the position of math/literacy coach for K-2nd that will serve teachers and students to improve achievement and instructional strategies. **Person(s) Responsible:** Kinder.-2nd grade instructional coach **Completion Date:** Daily support for K-2nd grades **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$54,123	[ ]	[X]	1			[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Hodge Elementary 2011-2012

WIG 3

Students will be engaged in setting personal reading and writing goals that will be updated and revised 3-6 times per year. By the 6th six weeks, 100% of students will show proficiency or mastery of their reading and writing goals according to the rubric. (Board Goals II A & B, III C & D).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The 4 components to a balanced literacy program are: *READING: shared, guided reading,, read aloud, independent/familiar. *WRITING: guided, shared/interactive, independent. *SPEAKING: (oral language development) Small and whole group, formal and informal. *LISTENING: varied forms and activities. **Person(s) Responsible:** Literacy specialist, classroom teachers, RR/DLL teachers, and adminstrators. **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Literacy library, School library, Guided reading materials,	[ ]	[ ]		ELI/SELI results, SRI results, DRA reading levels, Running records, assessment wall meetings, learning walks, DI results, student goal setting results.	EOY ELI/SELI results, STARR results 3rd-5th, Discontinue rate of 1st graders, TELPAS results.	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students will receive DI in literacy instruction. Students will receive small group sessions to narrow the instructional focus, concentrating on critical aspects in comprehension. **Person(s) Responsible:** RR/DLL teachers, classroom teachers, literacy specialist and support teachers. **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Total Comprehension Toolkits and Toolkit bundles in English and Spanish. $2,000.00	[X]	[ ]		Benchmarks, ELI/SELI BOY and MOY.	ELI/SELI EOY results, STARR results.	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Struggling readers will participate in literacy groups with specialized instruction provided by additional interventionist. **Person(s) Responsible:** Contract substitute and administration. **Completion Date:** August- May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Contract services for a substitute to work with pull-out groups in 3rd-5th grades, and push-in support in various classrooms based on student need. $15,000	[X]	[ ]		Benchmarks, DRA and SRI scores, fluid intervention student groups.	STARR results	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teachers will continue training by campus trainers/ members on the WRITE from the BEGINNING writing program. **Person(s) Responsible:** ELT teacher, Classroom teachers, Literacy specialist. **Completion Date:** Daily **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Write from Beginning additional training will vertically implemented through on going staff development by entire campus.	[ ]	[ ]		TELPAS results, WALL TALK, Student journals, personal reading and writing student goals.	ELI/SELI EOY results, STARR writing results.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teacher will continue to use the Sing, Spell, Read, and Write program. This program helps children develop the readiness and early literacy skills they need with age-appropriate activities. **Person(s) Responsible:** Classroom teachers and reading specialist support. **Completion Date:** Daily activity **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	A-Z phonics cards, Ferris Wheel Chart. $200.00	[X]	[ ]		BOY and MOY ELI/SELI.	EOY ELI/SELI results.	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students will use data from district and grade lelvel common assessments to update and revise their personal reading goals **Person(s) Responsible:** Literacy coaches and classroom teachers. **Completion Date:** Goals reviewed each six weeks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	K-2nd grades will use ELI/SELI scores to monitor growth and success. 3rd-5th will use Rigby or DRA scores to monitor growth and success.	[ ]	[ ]		Reading and Writing goals reviewed and revised per six weeks.	EOY of ELI/SELI STARR results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The addition of 1/2 time Literacy specialist to support student achievement and teachers' instructional delivery. **Person(s) Responsible:** Admininstration, CLT approval, literacy specialist. **Completion Date:** Aug. May **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	1/2 time literacy specialist salary funded with Title 1 (($28,298). Literacy specialist will serve as a coach and model for teachers and students. ($28,298 SCE)	[X]	[X]	1	Previous years TAKS results, TELPAS results, Benchmarks, Student goals in reading and writing.	STARR results, TELPAS results.	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
RR teacher will provide intensive literacy intervention; one-on-one, TIER 3. **Person(s) Responsible:** RR teacher, adminstrators. **Completion Date:** Aug.- May **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Specialist .5 will use literacy library and district materials to implement reading recovery program. They will coach and model literacy in assigned classrooms. $29,474	[ ]	[X]	.5	Benchmark results, guided reading, running records, grade level plans.	EOY ELI/SELI and STARR results.	[X] CNA [X] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Running records mini-sessions, Going Deeper, to help teachers assess and use results to drive instruction. **Person(s) Responsible:** RR/DLL teachers, classroom teachers, and literacy coaches. **Completion Date:** Quarterly **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Guided reading materials, running records, Writers' workshop.	[ ]	[ ]		Anchor Walks, Classroom observations, Assessment Wall meetings.	ELI/SELI EOY results, running records, teacher binders.	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Latino Family Literacy Project program to inform parents how to strengthen the connection between home and school through literacy. **Person(s) Responsible:** Admin., classroom teachers, counselor, literacy specialist and RR/DLL. **Completion Date:** 7 to 10 sessions **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Literacy materials and parental involvement resources through Latino Literacy conference with 3 teachers in attendance. $1,928	[X]	[ ]		Previous year parental participation.	Increased involvement by parents and teachers. ELI/SELI results, STARR results.	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Increase parental involvement with Love and Logical presentation to support a stronger connection between home and school. **Person(s) Responsible:** School counselor and administrators. **Completion Date:** 2 meetings per semester **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Love and Logic parental workbooks and texts, and other types of resource materials.	[ ]	[ ]		Parent and Teachers pre surveys.	Post surveys from parents and teachers.	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
ESL teachers will provide "push in" support in the classroom and provide double-dip of literacy with Literacy Lovers rotation. **Person(s) Responsible:** ESL teacher and Science coach during special area rotation. **Completion Date:** Daily **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP training, literacy materials, Interactive student notebooks, and 2nd & 3rd grade science rotation in science lab and OLC.	[ ]	[ ]		ELI/SELI BOY and MOY, Benchmarks, Anchor Walks, Lesson plans, TEAM minutes.	ELI/SELI EOY results, STARR results.	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Classroom teachers will be trained in instructional delivery of the ELPS. **Person(s) Responsible:** Classroom teachers and adminstration. **Completion Date:** Oct.-May **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	ELPS FLIP BOOK for each classroom teacher.	[ ]	[ ]		Benchmarks, SRI, six weeks grades, classroom observations, LPAC minutes.	TELPAS and STARR results, EOY LPAC minutes.	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students will use data from common assessments to update and revise their personal writing goals per six weeks. **Person(s) Responsible:** Literacy specialist and classroom teachers. **Completion Date:** Each six weeks **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Team will use district WRTB rubrics to grade writing assessments and measure student success.	[ ]	[ ]		Writing samples each six weeks.	STARR results and Student writing goals	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Hodge Elementary 2011-2012

WIG 4

Grade level PLC TEAMS will meet six times this year with the guidance and support of our math specialist and administration to analyze results from summative tests, and formative district/campus benchmarks. Data will be shared with the entire staff
To support the DEVELOPMENTAL STAGE of our Professional Learning Community at Hodge Elementary to allow collaborative TEAMS of teachers to analyze assessments results to increase the academic achievement of ALL students. (Board goals I A, B, C, III B, C, D).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
A TEAM will attend RTI Pyramid to Intervention sponsored by Solution Tree to support intervention system. **Person(s) Responsible:** Instructional coaches and adminstrators. **Completion Date:** Oct. 26-27, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Solution Tree conference in Dallas Texas to implement effective RTI responses for all students. $2,050	[X]	[ ]		Conference attendance.	Coaches reflections, on-going faculty meeting minutes will reflect the work of this initiative.	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
PLC math meetings will be held each six weeks to support teachers in providing interventions based on common assessments. **Person(s) Responsible:** Math Specialist and grade level teachers with support of administrators. **Completion Date:** Once per six weeks **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Coaches will support teachers in analyzing various data to deliver instruction to meet students needs K-5th grades and support resources as necessary.	[ ]	[ ]		PLC agenda and minutes, Six weeks rubric results, staff meetings.	EOY results in ELI/SELI and KR, and STARR results 3rd-5th grades.	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All instructional staff will attend a two-day workshop lead by Solution Tree trainer Cassie Erkens. These two days will extend our knowledge in the area of PLC's assessment and high performing TEAMS. **Person(s) Responsible:** All staff members **Completion Date:** August 16 & 17, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Cassie Erkens handouts provided by Lantana Foundation.	[ ]	[ ]		Pre assessment of teachers learning, Post assessment of learning.	PLC meetings and summative results in all academic areas.	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Plan with instructional coaches to continue the PLC implementation timeline which includes but not limited to the review and expansion of campus and grade level M, V, V, and goals. **Person(s) Responsible:** Adminstrators with the ongoing input of all staff members to review and revise our goals. **Completion Date:** Per six weeks **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Values, Mission, Vision will be revisited by entire staff throughout the year to make necessary adjustments to our goals.	[ ]	[ ]		PLC meetings, TEAM meetings, Staff meeting, CLT meetings.	EOY results in all 3 academic WIG areas.	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Professional Development books for staff members to increase understanding of Professional Learning Community. **Person(s) Responsible:** Instructional coaches, classroom teachers, and adminstrators. **Completion Date:** Fall of 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Making Classroom Assessment Work text for campus wide implementation. $950.00	[X]	[ ]		Staff survey, PLC feedback, Campus book studies.	PLC formation and movement to sustaining stage.	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Our Coaching TEAM will receive training and a guide for modeling coaching in classrooms. **Person(s) Responsible:** Coaching TEAM, adminstrators, and district curriculum support. **Completion Date:** On Going **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Coaching TEAM will meet each Friday to reflect and project learning goals for the staff.	[ ]	[ ]		Coaches Meetings, Staff meetings, TEAM meetings, classroom observations.	Measurement of 3 Academic WIGS for 2011.	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Hodge Elementary 2011-2012

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Daniel Aberasturi
2) Classroom Teacher	Don Holt
3) Classroom Teacher	Elizabeth Reyna
4) Classroom Teacher	Jennifer Everett
5) Classroom Teacher	Kelly Wood
6) Classroom Teacher	Sandi Schon
7) Campus-based Nonteaching Professional	Sam Kelley
8) Campus-based Paraprofessional and Operations Staff	Laura Alfaro
9) District-level Professional	Sharon Cox
10) Parent	Mary Warfield
11) Parent	Mandy Seaman
12) Community Member	Cami Hobbs
13) Community Member	Isabel Cano EIC member
14) Business Representative	
15) Business Representative	Frenchy

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	Oct. 20th	3:00	library
2	Nov. 15th	3:00	library
3	Feb. 21st	3:00	library
4	March 20th	3:00	library
5	May 17th	3:00	library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: HOUSTON EL

Campus #: 061901102

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Reading/ELA
Commended on Writing
Commended on Mathematics
Comparable Improvement: Reading

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	96%	97%	> 99%	> 99%	96%	*	93%	*	*	93%	> 99%	> 99%
	2010	92%	97%	98%	99%	92%	> 99%	> 99%	*	> 99%	*	*	91%	95%	> 99%
Mathematics	2011	88%	93%	94%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	> 99%
	2010	87%	93%	94%	98%	92%	> 99%	98%	*	> 99%	*	*	91%	91%	> 99%
All Tests	2011	83%	91%	91%	97%	> 99%	> 99%	96%	*	93%	*	*	93%	> 99%	> 99%
	2010	84%	92%	92%	98%	92%	> 99%	98%	*	> 99%	*	*	91%	91%	> 99%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	95%	97%	78%	> 99%	98%	*	> 99%	*	*	> 99%	89%	*
	2010	86%	91%	95%	92%	73%	93%	94%	*	> 99%	*	*	71%	83%	*
Mathematics	2011	89%	94%	95%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	*
	2010	89%	92%	95%	97%	> 99%	93%	97%	*	> 99%	*	*	79%	96%	*
Writing	2011	91%	94%	95%	98%	> 99%	> 99%	97%	*	> 99%	*	*	> 99%	> 99%	*
	2010	92%	93%	95%	99%	> 99%	93%	> 99%	*	> 99%	*	*	93%	96%	*
All Tests	2011	78%	86%	89%	95%	78%	> 99%	95%	*	> 99%	*	*	> 99%	89%	*
	2010	78%	83%	87%	90%	73%	93%	91%	*	> 99%	*	*	57%	83%	*
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	96%	95%	81%	> 99%	97%	*	> 99%	*	*	> 99%	94%	*
	2010	86%	91%	94%	98%	> 99%	91%	98%	*	> 99%	*	*	88%	96%	86%
Mathematics	2011	86%	92%	95%	97%	94%	95%	98%	*	> 99%	*	*	94%	94%	*
	2010	86%	92%	95%	97%	> 99%	91%	97%	*	> 99%	*	*	75%	91%	86%
Science	2011	86%	92%	93%	92%	75%	89%	95%	*	> 99%	*	*	56%	83%	*
	2010	87%	90%	93%	88%	88%	91%	90%	*	67%	*	*	75%	70%	57%
All Tests	2011	76%	85%	89%	88%	56%	89%	94%	*	> 99%	*	*	56%	77%	*
	2010	75%	82%	88%	86%	89%	73%	90%	*	67%	*	*	78%	63%	29%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	97%	98%	95%	> 99%	98%	*	97%	*	*	97%	97%	92%
	2010	90%	93%	97%	97%	90%	97%	97%	*	n/a	n/a	n/a	82%	93%	> 99%
Mathematics	2011	84%	88%	96%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	> 99%
	2010	84%	88%	95%	98%	98%	97%	98%	*	n/a	n/a	n/a	85%	96%	> 99%
Writing	2011	92%	94%	95%	98%	> 99%	> 99%	97%	*	> 99%	*	*	> 99%	> 99%	*
	2010	93%	95%	95%	99%	> 99%	92%	> 99%	*	n/a	n/a	n/a	93%	96%	*
Science	2011	83%	84%	93%	92%	75%	89%	95%	*	> 99%	*	*	56%	83%	*
	2010	82%	86%	93%	88%	88%	90%	90%	*	n/a	n/a	n/a	75%	70%	57%
All Tests	2011	76%	81%	90%	94%	84%	95%	96%	*	97%	*	*	80%	89%	83%
	2010	76%	81%	91%	92%	86%	94%	93%	*	n/a	n/a	n/a	74%	81%	83%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	53%	57%	34%	45%	62%	*	79%	*	*	41%	37%	25%
	2010	32%	38%	51%	52%	39%	35%	56%	*	65%	*	*	27%	23%	17%
Mathematics	2011	29%	32%	48%	65%	45%	52%	70%	*	76%	*	*	41%	49%	50%
	2010	28%	31%	49%	60%	46%	46%	64%	*	83%	*	*	33%	38%	44%
Writing	2011	31%	39%	38%	56%	44%	36%	61%	*	67%	*	*	40%	42%	*
	2010	32%	36%	36%	53%	36%	64%	54%	*	50%	*	*	14%	38%	*
Science	2011	30%	33%	57%	59%	13%	63%	66%	*	88%	*	*	38%	29%	*
	2010	28%	30%	56%	49%	59%	36%	50%	*	33%	*	*	25%	26%	< 1%
All Tests	2011	16%	19%	31%	43%	11%	31%	49%	*	69%	*	*	25%	17%	25%
	2010	15%	17%	31%	33%	21%	24%	35%	*	48%	*	*	6%	9%	11%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	96%	> 99%	> 99%	*	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	85%	88%	> 99%	84%	86%	*	89%	*	*	*	*	84%	83%	*
Mathematics	2011	77%	83%	> 99%	> 99%	> 99%	*	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	75%	79%	85%	79%	88%	*	75%	*	*	*	*	79%	85%	*
Writing	2011	80%	88%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
	2010	80%	87%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Science	2011	60%	60%	50%	17%	*	*	*	*	*	*	*	17%	*	*
	2010	58%	58%	50%	83%	*	*	*	*	*	*	*	83%	> 99%	*
All Tests	2011	66%	73%	88%	77%	80%	*	88%	*	*	*	*	77%	75%	*
	2010	64%	69%	81%	83%	90%	*	78%	*	*	*	*	83%	88%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	99.8%	99.7%	97.5%	100.0%	100.0%	*	100.0%	*	-	100.0%	98.8%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	94.0%	89.9%	70.0%	89.1%	94.0%	*	91.2%	*	-	34.1%	80.7%	78.9%
Not on TAKS	7.6%	7.6%	5.8%	9.7%	27.5%	10.9%	6.0%	*	8.8%	*	-	65.9%	18.1%	21.1%
TAKS(Acc) Only	2.4%	2.1%	1.4%	1.9%	2.5%	4.3%	1.6%	*	0.0%	*	-	14.6%	2.4%	0.0%
TAKS-M Only	3.1%	3.4%	1.9%	4.9%	20.0%	4.3%	2.7%	*	0.0%	*	-	36.6%	10.8%	5.3%
TAKS-Alt Only	0.9%	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	-	0.0%	0.0%	0.0%
Combination	1.3%	1.4%	1.1%	2.9%	5.0%	2.2%	1.6%	*	8.8%	*	-	14.6%	4.8%	15.8%
By Acct Status														
Acct System	94.0%	95.7%	95.7%	94.5%	95.0%	91.3%	97.3%	*	85.3%	*	-	97.6%	91.6%	63.2%
Non-Acct System	4.6%	3.5%	3.9%	5.2%	2.5%	8.7%	2.7%	*	14.7%	*	-	2.4%	7.2%	36.8%
Mobile	4.6%	3.5%	3.8%	4.2%	2.5%	8.7%	2.7%	*	5.9%	*	-	2.4%	4.8%	21.1%
Non-Acct Test	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	*	8.8%	*	-	0.0%	2.4%	15.8%
Not Tested	1.4%	0.8%	0.3%	0.3%	2.5%	0.0%	0.0%	*	0.0%	*	-	0.0%	1.2%	0.0%
Absent	0.1%	0.1%	0.0%	0.3%	2.5%	0.0%	0.0%	*	0.0%	*	-	0.0%	1.2%	0.0%
LEP Exempt	0.9%	0.5%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	-	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	-	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	329	308	40	46	183	4	34	1	0	41	83	19
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	100.0%	99.0%	100.0%	100.0%	100.0%	100.0%	88.5%	-	-	100.0%	100.0%	85.7%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	94.4%	91.6%	85.1%	87.2%	94.8%	80.0%	88.5%	-	-	34.3%	80.3%	71.4%
Not on TAKS	7.8%	7.7%	5.6%	7.4%	14.9%	12.8%	5.2%	20.0%	0.0%	-	-	65.7%	19.7%	14.3%
TAKS(Acc) Only	2.3%	1.8%	1.8%	0.3%	0.0%	0.0%	0.5%	0.0%	0.0%	-	-	2.9%	0.0%	0.0%
TAKS-M Only	3.3%	3.8%	2.0%	5.1%	12.8%	5.1%	4.1%	0.0%	0.0%	-	-	45.7%	13.2%	4.8%
TAKS-Alt Only	0.8%	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
Combination	1.3%	1.3%	1.2%	1.9%	2.1%	7.7%	0.5%	20.0%	0.0%	-	-	17.1%	6.6%	9.5%
By Acct Status														
Acct System	90.0%	91.0%	92.8%	90.0%	74.5%	89.7%	94.3%	80.0%	88.5%	-	-	48.6%	77.6%	81.0%
Non-Acct System	8.6%	8.1%	6.9%	9.0%	25.5%	10.3%	5.7%	20.0%	0.0%	-	-	51.4%	22.4%	4.8%
Mobile	4.4%	3.6%	4.1%	3.9%	12.8%	5.1%	1.5%	20.0%	0.0%	-	-	5.7%	9.2%	0.0%
Non-Acct Test	4.2%	4.5%	2.6%	5.1%	12.8%	5.1%	4.1%	0.0%	0.0%	-	-	45.7%	13.2%	4.8%
Not Tested	1.4%	0.9%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	11.5%	-	-	0.0%	0.0%	14.3%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	11.5%	-	-	0.0%	0.0%	14.3%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	301	311	47	39	194	5	26	0	0	35	76	21

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	53%	82%	60%	*	> 99%	*	*	*	*	> 99%	60%	*
	2010	50%	53%	67%	83%	> 99%	*	*	*	*	*	*	83%	83%	*
Mathematics	2011	42%	43%	59%	88%	*	*	*	*	*	*	*	*	*	*
	2010	45%	52%	60%	60%	*	*	*	*	*	*	*	*	*	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	99	121	*	*	*	*	*	*	*	*	*	*
	2010	86	90	119	114	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	66	99	154	*	*	*	*	*	*	*	*	*	*
	2010	70	77	88	*	*	*	*	*	*	*	*	*	*	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	4%	5%	19%	< 1%	3%	*	< 1%	*	*	< 1%	6%	*
	2010	15%	10%	6%	2%	< 1%	9%	2%	*	< 1%	*	*	13%	4%	14%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	98%	99%	> 99%	> 99%	98%	*	> 99%	*	*	> 99%	> 99%	*
	2010	92%	96%	98%	99%	> 99%	> 99%	98%	*	> 99%	*	*	88%	> 99%	> 99%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	6%	3%	6%	5%	2%	*	< 1%	*	*	6%	6%	*
	2010	14%	9%	5%	3%	< 1%	9%	3%	*	< 1%	*	*	25%	9%	14%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	*
	2010	92%	95%	97%	99%	> 99%	> 99%	98%	*	> 99%	*	*	88%	> 99%	> 99%
English Language Learners Progress Indicator															
2010-11		80%	86%	97%	96%	*	> 99%	*	*	92%	*	*	> 99%	93%	92%
2009-10		79%	85%	93%	> 99%	*	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	> 99%
Attendance Rate @															
2009-10		95.5%	95.9%	96.8%	97.2%	97.2%	96.8%	97.2%	97.7%	97.6%	-	*	96.3%	96.9%	98.2%
2008-09		95.6%	95.9%	96.9%	96.9%	97.2%	96.6%	96.9%	97.0%	n/a	n/a	n/a	96.3%	96.3%	97.2%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		643	100.0%	26,512	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.5%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	1.6%	3.0%	4.5%
	Kindergarten	93	14.5%	14.7%	8.5%	7.6%
	Grade 1	120	18.7%	15.5%	8.5%	7.9%
	Grade 2	122	19.0%	15.7%	8.8%	7.7%
	Grade 3	97	15.1%	16.3%	8.5%	7.6%
	Grade 4	99	15.4%	17.5%	7.9%	7.6%
	Grade 5	112	17.4%	15.1%	7.9%	7.6%
	Grade 6	0	0.0%	3.2%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.0%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	82	12.8%	9.0%	11.6%	12.9%
	Hispanic	102	15.9%	19.2%	30.8%	50.3%
	White	399	62.1%	62.3%	52.9%	31.2%
	Native American	5	0.8%	0.5%	0.9%	0.5%
	Asian	53	8.2%	6.0%	2.6%	3.4%
	Pacific Islander	1	0.2%	0.2%	0.1%	0.1%
	Two or More Races	1	0.2%	2.8%	1.2%	1.6%
Economically Disadvantaged		172	26.7%	23.6%	41.5%	59.2%
Limited English Proficient (LEP)		40	6.2%	5.5%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		1	0.1%	0.2%	1.3%	1.9%
At-Risk		123	19.1%	22.2%	35.1%	46.3%
Mobility (2009-10)		59	10.4%	10.2%	17.1%	18.2%
Number of Students per Teacher		14.7	n/a	16.0	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	0.0%	1.8%	2.1%	2.3%	12.5%	12.4%	14.3%	10.7%
Grade 1	1.9%	2.0%	1.5%	4.7%	7.1%	6.1%	8.5%	8.9%
Grade 2	2.4%	0.9%	0.8%	2.8%	0.0%	1.9%	3.8%	4.1%
Grade 3	1.1%	0.5%	1.1%	2.0%	0.0%	1.0%	1.4%	1.8%
Grade 4	0.0%	0.4%	0.1%	1.1%	0.0%	0.7%	0.4%	0.9%
Grade 5	0.0%	0.6%	0.4%	1.3%	0.0%	0.8%	2.0%	1.3%
Grade 6	-	0.0%	0.1%	0.7%	-	0.9%	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	18.8	19.3	18.8	19.0
	Grade 1	20.0	19.2	18.9	18.9
	Grade 2	20.2	19.1	18.8	18.8
	Grade 3	20.4	19.1	19.1	18.8
	Grade 4	21.2	19.5	20.3	19.0
	Grade 5	28.0	22.6	21.9	21.4
	Grade 6	-	20.8	20.9	20.7
	Mixed Grades	5.9	30.9	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	57.4	100.0%	100.0%	100.0%	100.0%
Professional Staff:	51.4	89.5%	85.7%	72.3%	63.4%
Teachers	43.8	76.4%	73.1%	56.2%	50.5%
Professional Support	5.6	9.7%	9.0%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	3.5%	3.6%	2.7%	2.8%
Educational Aides:	6.0	10.5%	14.3%	7.9%	9.5%
Total Minority Staff:	4.0	7.0%	11.1%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	2.0	4.6%	3.4%	6.5%	9.3%
Hispanic	0.0	0.0%	4.3%	11.7%	23.7%
White	38.8	88.6%	90.0%	78.4%	63.9%
American Indian	0.0	0.0%	0.6%	0.8%	0.4%
Asian	1.0	2.3%	0.7%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	2.0	4.6%	0.9%	2.1%	1.3%
Males	2.0	4.6%	4.2%	24.0%	23.2%
Females	41.8	95.4%	95.8%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	3.4%	4.8%	6.0%
1-5 Years Experience	6.8	15.6%	26.3%	31.8%	30.0%
6-10 Years Experience	4.0	9.1%	22.3%	22.7%	21.1%
11-20 Years Experience	18.0	41.1%	29.5%	25.5%	25.0%
0ver 20 Years Experience	15.0	34.2%	18.4%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	16.3 yrs.	12.1 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	12.0 yrs.	7.7 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	-	$44,217	$45,521	$41,272
1-5 Years Experience	$47,190	$45,244	$47,448	$44,013
6-10 Years Experience	$48,955	$47,028	$48,287	$46,604
11-20 Years Experience	$50,926	$50,935	$51,852	$50,476
Over 20 Years Experience	$64,588	$59,406	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$54,838	$49,889	$51,120	$48,638
Professional Support	$51,942	$52,211	$55,177	$57,045
Campus Administration (School Leadership)	$72,698	$72,992	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	5.7	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$4,238,251	100.0%	$6,749	$4,417,739	100.0%	$7,035	$151,556,994	100.0%	$5,869
Instruction (11,95)	$3,236,662	76.4%	$5,154	$3,250,758	73.6%	$5,176	$114,095,291	75.3%	$4,418
Instructional-Related Services (12,13)	$169,293	4.0%	$270	$170,683	3.9%	$272	$6,519,067	4.3%	$252
Instructional Leadership (21)	$52,913	1.2%	$84	$52,913	1.2%	$84	$1,921,360	1.3%	$74
School Leadership (23)	$248,665	5.9%	$396	$251,689	5.7%	$401	$9,830,195	6.5%	$381
Support Services-Student (31,32,33)	$218,632	5.2%	$348	$226,265	5.1%	$360	$7,534,232	5.0%	$292
Other Campus Costs (35,36,51,52,53)	$312,086	7.4%	$497	$465,431	10.5%	$741	$11,656,849	7.7%	$451
By Program:									
Total Operating Expenditures	$3,926,165	100.0%	$6,252	$3,935,887	100.0%	$6,267	$138,978,118	100.0%	$5,382
Bilingual/ESL Education (25)	$138,918	3.5%	$221	$138,918	3.5%	$221	$2,070,911	1.5%	$80
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$1,165	0.0%	$0
Accelerated Education (24,30)	$118,971	3.0%	$189	$119,893	3.0%	$191	$6,729,037	4.8%	$261
Gifted & Talented Education (21)	$112,512	2.9%	$179	$112,512	2.9%	$179	$2,510,497	1.8%	$97
Regular Education (11)	$3,022,122	77.0%	$4,812	$3,022,122	76.8%	$4,812	$104,042,395	74.9%	$4,029
Special Education (23)	$533,642	13.6%	$850	$542,442	13.8%	$864	$23,595,664	17.0%	$914
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$27,672	0.0%	$1
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$777	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	40	6.2%	5.2%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	41	6.4%	7.1%	8.7%	7.7%
Special Education	66	10.3%	8.4%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	1.0	2.3%	1.4%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.6%	4.0%
Compensatory Education	1.6	3.7%	1.5%	5.0%	2.9%
Gifted & Talented Education	1.0	2.3%	1.2%	1.7%	1.9%
Regular Education	37.2	84.9%	87.6%	68.0%	73.4%
Special Education	3.0	6.8%	8.3%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Econ	% Hispanic	% Afr_Amer	% Mobility	% LEP
014903111		JOE M PIRTLE EL	BELTON ISD	61.9	33.6	21.7	8.7	12.2	2.8
020908103		SHADYCREST EL	PEARLAND ISD	63.1	19.9	23.5	5.6	8.7	4.8
020908107		RUSTIC OAK EL	PEARLAND ISD	61.0	16.7	20.7	6.0	10.0	5.7
043901105		ALVIS C STORY EL	ALLEN ISD	61.1	17.2	15.3	9.4	5.9	7.1
043901106		MAX O VAUGHAN EL	ALLEN ISD	62.4	19.7	17.2	9.1	4.3	6.4
043905118		BLEDSOE ELEMENTARY	FRISCO ISD	63.4	3.3	11.5	6.0	9.2	4.9
043905120		OGLE ELEMENTARY	FRISCO ISD	60.5	14.3	12.0	16.6	11.3	3.1
043905126		ELLIOTT EL	FRISCO ISD	62.6	13.5	16.3	10.1	12.7	4.2
043907112		REUBEN JOHNSON EL	MCKINNEY ISD	63.1	11.4	13.5	12.7	4.1	4.4
043910106		ALDRIDGE EL	PLANO ISD	62.1	16.3	11.7	7.1	10.4	9.5
043914103		P M AKIN EL	WYLIE ISD	63.4	28.9	21.1	9.9	7.4	6.3
061901102	>	HOUSTON EL	DENTON ISD	62.1	26.7	15.9	12.8	10.4	6.2
061902115		B B OWEN EL	LEWISVILLE ISD	60.4	36.1	26.0	10.4	8.7	5.5
061902134		TOM HICKS ELEMENTARY	LEWISVILLE ISD	63.3	8.9	12.4	8.4	12.5	5.5
079901120		FROST EL	LAMAR CISD	63.5	9.3	21.6	7.6	6.6	4.4
084910122		ART AND PAT GOFORTH EL	CLEAR CREEK ISD	61.1	26.4	20.7	10.1	15.1	4.7
084910124		FALCON PASS EL	CLEAR CREEK ISD	62.6	28.7	10.9	9.2	12.0	8.4
084910128		RALPH PARR EL	CLEAR CREEK ISD	62.1	17.7	15.9	10.5	12.4	5.7
092903117		HUDSON EL	LONGVIEW ISD	60.7	26.5	12.1	19.8	3.3	2.2
101907140		ROBISON EL	CYPRESS-FAIRBANKS ISD	62.9	16.3	23.9	7.4	5.9	4.4
101913111		PINEFOREST EL	HUMBLE ISD	63.1	16.9	19.3	11.7	8.3	3.5
101914129		WOODCREEK EL	KATY ISD	62.8	8.9	19.0	6.8	10.6	7.2
101915103		HAUDE EL	KLEIN ISD	62.9	15.4	22.8	5.8	11.7	2.8
112901107		DOUGLAS INT	SULPHUR SPRINGS ISD	61.1	59.8	22.9	10.6	9.8	8.6
129902107		LEWIS EL	FORNEY ISD	61.8	23.6	19.4	9.7	11.8	7.9
147902101		GROESBECK EL	GROESBECK ISD	63.2	65.8	20.7	11.6	15.3	4.7
161903101		WOODWAY EL	MIDWAY ISD	61.2	28.7	22.3	8.0	13.1	7.6
183902101		BAKER-KOONCE INT	CARTHAGE ISD	60.8	50.5	15.2	21.9	13.0	5.2
220901133		WOOD EL	ARLINGTON ISD	63.6	25.9	18.7	10.2	9.9	8.4
220901146		LITTLE EL	ARLINGTON ISD	62.8	31.8	17.7	10.2	7.6	6.8
220908110		WILLIE BROWN EL	MANSFIELD ISD	63.4	11.4	13.2	11.4	2.8	9.2
220912103		DEER CREEK EL	CROWLEY ISD	60.6	48.6	23.9	10.9	12.4	3.5
220916122		MEADOW CREEK EL	HURST-EULESS-BEDFORD ISD	61.6	19.6	16.5	10.3	9.3	4.5
220918112		LAKE POINTE EL	EAGLE MT-SAGINAW ISD	61.9	22.5	25.0	7.6	14.3	5.7
220920104		BLUE HAZE EL	WHITE SETTLEMENT ISD	61.7	37.0	22.5	9.1	15.8	6.0
227901121		LEE EL	AUSTIN ISD	61.6	14.3	24.1	4.2	8.9	2.8
246909122		OLD TOWN EL	ROUND ROCK ISD	61.5	20.0	24.9	5.0	9.9	4.0
246913105		C C MASON EL	LEANDER ISD	63.1	33.1	26.0	4.1	16.1	3.8
246913108		PAULINE NAUMANN EL	LEANDER ISD	63.0	26.7	21.1	4.7	9.5	6.2
246913122		RONALD REAGAN EL	LEANDER ISD	61.0	14.9	23.1	2.6	11.9	6.3
250903102		MINEOLA EL	MINEOLA ISD	62.1	63.8	24.5	7.9	8.7	10.1
		Group Average		62.3	23.6	19.2	9.0	10.2	5.5

*** Order of columns will vary on lists for other campuses ***

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
JOE M PIRTLE EL	230	662	692	83	30	Q4	229	639	698	103	59	Q2
SHADYCREST EL	128	676	703	65	27	Q4	129	616	679	101	63	Q2
RUSTIC OAK EL	83	664	705	45	41	Q2	83	649	698	78	49	Q3
ALVIS C STORY EL	285	690	747	105	57	Q1	287	679	758	99	79	Q1
MAX O VAUGHAN EL	221	714	753	123	39	Q3	219	719	759	60	40	Q4
BLEDSOE ELEMENTARY	184	723	758	37	35	Q3	191	704	747	104	43	Q4
OGLE ELEMENTARY	160	668	709	68	40	Q2	157	672	707	71	34	Q4
ELLIOTT EL	180	684	734	128	49	Q1	181	672	730	128	57	Q3
REUBEN JOHNSON EL	197	700	721	107	21	Q4	197	658	702	83	45	Q4
ALDRIDGE EL	169	684	724	81	40	Q2	169	676	715	100	39	Q4
P M AKIN EL	105	630	659	39	29	Q4	106	610	674	108	64	Q2
> HOUSTON EL	176	683	738	121	55	Q1	179	683	747	154	64	Q2
B B OWEN EL	132	644	688	90	44	Q2	134	615	682	122	68	Q1
TOM HICKS ELEMENTARY	184	677	720	78	43	Q2	185	648	723	89	75	Q1
FROST EL	228	697	743	130	46	Q1	227	681	744	130	63	Q2
ART AND PAT GOFORTH	154	663	712	119	50	Q1	154	642	710	98	67	Q1
FALCON PASS EL	178	693	734	96	41	Q2	178	674	729	49	56	Q3
RALPH PARR EL	220	686	731	121	45	Q1	223	669	727	104	58	Q2
HUDSON EL	186	726	763	-	38	Q3	186	708	728	-	21	Q4
ROBISON EL	362	670	717	95	48	Q1	362	663	738	101	75	Q1
PINEFOREST EL	220	665	707	117	43	Q2	219	655	707	103	52	Q3
WOODCREEK EL	379	693	734	148	41	Q2	378	660	731	103	71	Q1
HAUDE EL	207	683	730	138	47	Q1	205	659	721	99	62	Q2
DOUGLAS INT	265	662	705	76	44	Q2	266	668	688	49	20	Q4
LEWIS EL	161	697	746	141	49	Q1	164	667	716	76	49	Q3
GROESBECK EL	209	623	657	75	33	Q4	211	603	653	72	49	Q3
WOODWAY EL	110	693	707	99	14	Q4	110	629	706	102	77	Q1
BAKER-KOONCE INT	544	649	689	83	40	Q2	545	636	681	74	45	Q4
WOOD EL	391	698	735	78	37	Q3	391	675	722	71	47	Q3
LITTLE EL	285	703	738	100	35	Q3	287	679	717	68	38	Q4
WILLIE BROWN EL	113	685	715	-	31	Q4	112	649	685	-	37	Q4
DEER CREEK EL	81	627	664	125	37	Q3	82	580	649	87	69	Q1
MEADOW CREEK EL	251	701	738	105	38	Q3	248	690	736	101	46	Q3
LAKE POINTE EL	150	662	700	53	37	Q3	149	632	680	81	48	Q3
BLUE HAZE EL	131	652	669	65	17	Q4	132	600	671	89	72	Q1
LEE EL	159	737	760	-	24	Q4	157	674	738	143	65	Q2
OLD TOWN EL	264	700	747	142	47	Q1	268	673	735	106	62	Q2
C C MASON EL	207	645	681	106	36	Q3	208	617	669	94	52	Q3
PAULINE NAUMANN EL	204	661	704	110	43	Q2	204	639	704	94	66	Q2
RONALD REAGAN EL	235	682	738	130	56	Q1	239	653	723	96	70	Q1
MINEOLA EL	221	646	673	73	27	Q4	222	611	669	99	59	Q2
Group Average	204	679	718	93	40	--	205	657	712	88	55	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Houston Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Houston Elementary School's Mission Statement

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

Board Goals

Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

Houston Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	96	99	63	91	96	63		
3	AA	13	92	38	9	100	33		
3	Hispanic	12	100	42	13	100	46		
3	White	60	100	70	53	96	66		
3	Eco. Dis.	21	95	24	20	95	35		
3	SPED	3			9	89	56		
3	LEP C	8	100	25	6	83	50		
3	LEP M1								
3	LEP M2								
4	All	100	93	43	86	94	56		
4	AA	13	77	23	7	71	29		
4	Hispanic	11	100	45	13	85	31		
4	White	68	94	44	57	98	63		
4	Eco. Dis.	24	88	21	18	78	28		
4	SPED	10	70	30	4				
4	LEP C	2			5	60	0		
4	LEP M1								
4	LEP M2								
5	All	89	100	53	102	99	59		
5	AA	14	100	50	14	100	36		
5	Hispanic	9	100	11	16	100	63		
5	White	58	100	60	63	98	62		
5	Eco. Dis.	17	100	24	31	100	45		
5	SPED	1			9	100	67		
5	LEP C	6	100	0	2				
5	LEP M1								
5	LEP M2								

Houston Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	101	100	53	89	97	55		
4	AA	13	100	31	7	100	43		
4	Hispanic	11	100	73	14	93	29		
4	White	69	100	55	59	97	63		
4	Eco. Dis.	24	100	38	20	95	35		
4	SPED	10	100	20	3				
4	LEP C	2			6	83	0		
4	LEP M1								
4	LEP M2								

Houston Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	96	99	54	93	100	60		
3	AA	13	100	23	9	100	44		
3	Hispanic	12	100	33	13	100	38		
3	White	60	98	60	53	100	62		
3	Eco. Dis.	20	95	15	21	100	43		
3	SPED	3			9	100	33		
3	LEP C	7	100	57	8	100	63		
3	LEP M1								
3	LEP M2								
4	All	101	98	63	89	98	66		
4	AA	12	92	33	7	100	57		
4	Hispanic	11	100	64	12	100	50		
4	White	69	99	67	59	100	75		
4	Eco. Dis.	23	96	48	18	100	50		
4	SPED	10	90	50	3				
4	LEP C	2			6	67	17		
4	LEP M1								
4	LEP M2								
5	All	91	100	68	103	100	67		
5	AA	14	100	64	14	100	43		
5	Hispanic	10	100	40	17	100	65		
5	White	59	100	75	63	100	73		
5	Eco. Dis.	19	100	47	31	100	48		
5	SPED	3			10	100	50		
5	LEP C	7	100	43	2				
5	LEP M1								
5	LEP M2								

Houston Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	91	89	51	103	96	62		
5	AA	14	86	57	15	87	20		
5	Hispanic	10	90	30	16	100	69		
5	White	59	92	54	63	97	67		
5	Eco. Dis.	19	63	21	31	90	29		
5	SPED	2			10	80	50		
5	LEP C	6	50	0	2				
5	LEP M1								
5	LEP M2								

Houston Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Houston Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AESIT Reports for 2008, 2009, 2010
- eSchoolPlus

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

Findings/Analysis

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

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

Strengths

- While our number of students in our different accountability groups has stayed consistent our commended percentages in accountability groups have increased
- Our at-risk percentages have decreased in the lat 3 years

Needs

- Continue to increase the commended percentages in all accountability groups.
- Continue to find avenues that support our at-risk population

Summary of Needs

- We need to district personnel help with staff development to support our at-risk population.
- Use our pre-assessments, common assessments, TAKS, ELI and Kathy Richardson data to find areas of strenghts and weeknesses in our acountablity groups to guide instruction.

Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AEIS Reports
- Benchmark Data

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

Findings/Analysis

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

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

Strengths

- The school disaggregates the data for all accountability groups and strengths/weaknesses in each student expectation.
- Success Time schedule allows for interventions to occur daily during the school day.
- Our classroom teachers and subject interventionist collaborate very effectively.

Needs

- Ways to close the gaps for our low socio economic students.
- Training in writing common assessments so we can have better data to disaggregate.

Summary of Needs

- Additional work can be done as a campus to build common assessments and meet the needs of all students.

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Spring 2010 Parent Survey
- First had info from parents
- PTA Experience

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

Findings/Analysis

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

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

Strengths

- Outstanding response from all support staff to the children
- Quality and quanity of extra activities and recognition offered to students
- The way the special area teachers convey their love of their subjects to the students and help them learn to love it.
- School Mascot
- Extra Curricular Activities

Needs

- Explain TAKS Math Terms to Parents
- Daily notification of behavioral issues to parents, especially kindergarten parents
- Discipline issues that occur in Special Areas need to be reported to homeroom teachers
- Guidelines to asure consistency with playground behavioral issues
- A plan of action from administration with clearly stated consequences that calls for the least amount of classroom disruption with an incedent involving a SAC student
- Get at-risk students involved in extra curricular activities.

Summary of Needs

- Need to communicate better, provide consistency in communication and simple discipline.

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Eduphoria
- Staff Experience

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

Findings/Analysis

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

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

Strengths

- Teacher Evaluations are easily accessable through Eduphoria
- A mentor is assigned to new teachers
- A good variety of Staff Developments are offered each year.

Needs

- More positive and specific feedback for teacher performance
- More follow up on Teacher Mentor Program
- More time at the beginning of the year to provide the classroom for meet the teacher night.

Summary of Needs

- Positive and specific feedback and follow-up.

Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AWARE
- Eduphoria
- Benchmarks

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

Findings/Analysis

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

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

Strengths

- Use of AWARE to analysis history of students' acheivements and weaknesses.
- Use of "Forethought" computer based purposeful planning linking TEKS to curriculum.
- PLC Monitoring and shared understanding of student development.

Needs

- Support with development of incisive benchmark testing material
- Continued support for at-risk population, particularly in science

Summary of Needs

- Have district personel help with criterian of incisive benchmark material.
- Look for ways to support science curriculum delivery whether it be through personel, curriculum delivery/development or use of space for support staff.

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Personal experience

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

Findings/Analysis

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

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

Strengths

- Parents help out with tutoring
- PTA supports students and teachers by supplying materials for classrooms, field trips and the AR store to encourage or enhance learning.
- The PTA puts on the fall festival, allowing the entire community to be involved to help support our school.
- Restaurant/fast food nights which indirectly create a family bonding time.
- The counselor holds a running girls group which teaches several different strategies that may help them in their personal lives at home.
- Teachers and staff help with after school tutoring because homework and working with kids can cause stress in the homes.

Needs

- Involve more parents to reflect our student population.
- The same group of parents seem to do everything and we need to get more parents involved.
- More parent education on different subject areas.

Summary of Needs

- We need to involve more parents through education and volunteer opportunities.

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Daily Schedule
- ELI Results and Assessments
- Personal Knowledge
- Spring 2010 Parent Survey

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

Findings/Analysis

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

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

Strengths

- Alotted Success time to meet the needs of struggling students.
- Pull out classes during success time when know new material is being introduced
- The teachers are great.
- Good extra curricular activities.
- Strong PTA
- Consistent
- Outdoor Garden
- Friendly, supportive front staff.

Needs

- More qualified helpers to work with struggling students
- Medium to high level studetns are at a disadvantage during regular success time due to the needs of the more struggling students.
- Better Communication
- Discipline from special to homeroom teacher is not communicated.
- To have consistent behavior problems handled promptly and effectively so it does not disrupt other students' learning.

Summary of Needs

- Meet the academic and behavioral needs of all students.

Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- STAR Accelerated Reading Program
- AWARE Program Data
- Study Island Data
- Technology website and general information.

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

Findings/Analysis

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

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

Strengths

- All teachers have access to two computer labs
- 3 to 4 computers in every classroom
- Multitude of age and content appropriate software selected and maintained through the instructional technology department.
- In-service opportunities offered regularly to update teachers on latest software packages.
- Quick response to HEAT Tickets

Needs

- Purpose of Study Island Software by the district
- Discuss district expectations for teacher web pages at a faculty meeting
- More in-service time devoted to improving teacher web pages. Examples of outstanding web pages need to be discussed at a faculty in-service
- Yearly refresher course on how to use AWARE effectively until teachers are proficient

Summary of Needs

- Have Gennifer Smith conduct AWARE refresher courses after 1st set of benchmarks come in
- Find ways to fund Study Island Math and Reading 3rd - 5th grade
- Utilize faculty meeting time or in-service time to update teacher web pages

Comprehensive Needs Assessment Summary of Priority Needs
Sam Houston Elementary

Demographics:
We need to district personnel help with staff development to support our at-risk population.
Use our pre-assessments, common assessments, TAKS, ELI and Kathy Richardson data to find areas of strenghts and weeknesses in our acountablity groups to guide instruction.

School Culture and Climate:
Need to communicate better, provide consistency in communication and simple discipline.

Curriculum, Instruction and Assessment:
Have district personel help with criterian of incisive benchmark material.
Look for ways to support science curriculum delivery whether it be through personel, curriculum delivery/development or use of space for support staff.

School Content and Organization:
Meet the academic and behavioral needs of all students.

Student Achievement:
Additional work can be done as a campus to build common assessments and meet the needs of all students.

Teacher Quality:
Positive and specific feedback and follow-up.

Family and Community Involvement:
We need to involve more parents through education and volunteer opportunities.

Technology:
Have Gennifer Smith conduct AWARE refresher courses after 1st set of benchmarks come in
Find ways to fund Study Island Math and Reading 3rd - 5th grade
Utilize faculty meeting time or in-service time to update teacher web pages

Board Summary
Campus Improvement Plans
2011-12

Houston Elementary School

Wildy Important Goals for 2011-12
WIG 1: To raise our use of Picture Perfect Science and SALSA Lessons from 1 time per semester to 3 times per semester by May 2012 in an effort to increase the academic science vocabulary of our Low SES and ESL students so they have better mastery of their grade level TEKS.
WIG 2: Increase the percentage of time Problem Solving Strategies are explicitly taught during math lessons from 25% per semester to 40% per semester by May 2012.

Campus Improvement Plan
Houston Elementary School

WIG 1

To raise our use of Picture Perfect Science and SALSA Lessons from 1 time per semester to 3 times per semester by May 2012 in an effort to increase the academic science vocabulary of our Low SES and ESL students so they have better mastery of their grade level TEKS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Our math interventionist will work with students who are at-risk in math to help improve their knowledge of science vocabulary that is related to math. **Person(s) Responsible:** Math Interventionist **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Math Interventionist $26, 898	[ ]	[X]	.5	Seeing the math interventionist in 3rd, 4th and 5th grade math classes helping students and seeing her pull at-risk students out to work with them in small groups.	Weekly assessments, District Math Benchmark Tests, District Science Benchmark Tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Our Reading Interventionist will help build the reading skills of our students who are at-risk in reading to help them be better able to comprehend the Science TAKS questions and vocabulary. **Person(s) Responsible:** Reading Interventionist **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Reading Interventionist $29,474	[ ]	[X]	.5	Seeing Reading Interventionist in 3rd, 4th and 5th grade reading classes helping students and seeing her pull at-risk students out to work with them in small groups.	District Reading and Science Benchmarks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Discuss in PLC Groups and as a Science Committee which Picture Perfect Science Lessons cover which grade level TEKS. **Person(s) Responsible:** Classroom Teachers **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Picture Perfect Science Activities Book	[ ]	[ ]		Seeing teachers using these lessons in class.	Weekly Assessments and student performance on District Science Benchmark Tests.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Grade Level Science Teachers will discuss the Campus Science Investigation that was done by all staff members during the August Staff Development to determine areas of growth in science and use Picture Perfect Science/Salsa Lesson to help meet those needs. **Person(s) Responsible:** Classroom Teachers **Completion Date:** November 1, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials from Campus Science Investigation and Grade Level TEKS	[ ]	[ ]		Minutes from PLC Meetings	Weekly Assessments and student performance on District Science Benchmark Tests.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
K-5 Classroom Teachers will integrate the use of DI and ELPS vocabulary strategies in Science Lessons to help build science vocabulary in Low SES and ESL students **Person(s) Responsible:** Classroom Teachers **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	DI and ELPS Vocabualry Strategies	[ ]	[ ]		Weekly Lesson Plans and Classroom Observations	Weekly Assessments and student performance on District Science Benchmark Tests.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Auxiliary Staff Members will be informed of grade level science vocabulary that will be taught each six weeks at the different grade levels so they can emphasize the vocabulary in their lessons. **Person(s) Responsible:** Classroom Teachers and Auxiliary Staff Members **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Grade Level Six Weeks Science Lesson Plans	[ ]	[ ]		Weekly Lesson Plans and Classroom Observations	Weekly Assessments and student performance on District Science Benchmark Tests.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use our K - 2 Reading Interventionist to help build the reading skills of our students who are at-risk in reading to help them be better able to comprehend the Science TAKS questions and vocabulary. **Person(s) Responsible:** K-2 Literacy Specialist **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	K - 2 Literacy Specialist $33,560.	[ ]	[X]	.5	Seeing K - 2 Literacy Specialist instructing students and seeing her pull at-risk students out to work with them in small groups.	Weekly Assessments and student performance on District Science Benchmark Tests.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The use of new assessment techniques as taught by Cassie Erkens during August Staff Development and discussed in our book study on Seven Strategies of Assessment for Learning will be used in conjunction with Picture Perfect Science/SALSA Lessons to assess students' understanding of science vocabulary. **Person(s) Responsible:** Classroom Teachers **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Information from Cassie Erkens Training and Seven Strategies of Assessment for Learning	[ ]	[ ]		Weekly Lesson Plans and Classroom Observations	Weekly Assessments and student performance on District Science Benchmark Tests.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
We will have a school-wide Science Morning where 5th grade students will teach K - 4 students different hands on science activities. **Person(s) Responsible:** Michelle Rainer **Completion Date:** January 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Science Tubs with Hands on Activities	[ ]	[ ]		Plans for school-wide Science Morning	Weekly Assessments and student performance on District Science Benchmark Tests.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Houston Elementary School

WIG 2

Increase the percentage of time Problem Solving Strategies are explicitly taught during math lessons from 25% per semester to 40% per semester by May 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Kathy Richardson Activities, Number Sense Books, Problem Solver and Investigations will be used by teachers to determine appropriate Problem Solving Strategies to use in math lessons to improve students' problem solving skills. **Person(s) Responsible:** Classroom Teacher **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Number Sense Books, Kathy Richardson Books, Problem Solver and Investigations Books	[ ]	[ ]		Weekly Lesson Plans and Classroom Observations	Weekly Assessments and student performance on District Math Benchmark Tests.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The math interventionist will work with students who are at risk in math to help them improve their problem solving skills. **Person(s) Responsible:** Math Interventionist **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Math Interventionist $26, 898	[ ]	[X]	.5	Seeing the math interventionist in 3rd, 4th and 5th grade math classes helping students and seeing her pull at-risk students out to work with them in small groups.	Weekly Assessments and student performance on District Math Benchmark Tests.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Some classroom teachers will implement "Math Talk" and "Math Centers" which will include instruction in problem solving. **Person(s) Responsible:** Classroom Teachers **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Math Talk Book	[ ]	[ ]		Weekly Lesson Plans and Classroom Observations	Weekly Assessments and student performance on District Math Benchmark Tests.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Classroom teachers will share with auxiliary teachers what problem solving strategies they are having their students use in math so the auxiliary teachers can reinforce them in their classes. **Person(s) Responsible:** Classroom teachers and auxiliary teachers **Completion Date:** Each Six Weeks **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Problem Solving Strategies	[ ]	[ ]		Weekly Lesson Plans and Classroom Observations	Weekly Assessments and student performance on District Math Benchmark Tests.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Houston Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Gina Martin
2) Classroom Teacher	Stacey Hamilton
3) Classroom Teacher	Becky Ellison
4) Classroom Teacher	Charlotte Ragle
5) Classroom Teacher	Genia Biediger
6) Classroom Teacher	Debbie Coulter
7) Campus-based Nonteaching Professional	Gennifer Smith
8) Campus-based Paraprofessional and Operations Staff	Renee Bryan
9) District-level Professional	Judy Bush
10) Parent	Lori Wolfe
11) Parent	Carissa Armey
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	9-1-11	3:15	Library
2	11-3-11	3:15	Library
3	12-1-11	3:15	Library
4	1-5-12	3:15	Library
5	2-2-12	3:15	Library
6	3-1-12	3:15	Library
7	4-5-12	3:15	Library
8	5-3-12	3:15	Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: LEE EL

Campus #: 061901104

2011 Accountability Rating: Recognized

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	89%	92%	> 99%	94%	93%	*	*	*	*	83%	89%	> 99%
	2010	92%	97%	91%	94%	> 99%	91%	94%	*	*	*	*	> 99%	93%	90%
Mathematics	2011	88%	93%	88%	90%	> 99%	94%	87%	*	*	*	*	> 99%	87%	> 99%
	2010	87%	93%	86%	92%	91%	88%	> 99%	*	*	*	*	89%	91%	90%
All Tests	2011	83%	91%	81%	89%	> 99%	91%	87%	*	*	*	*	83%	84%	> 99%
	2010	84%	92%	81%	87%	91%	82%	94%	*	*	*	*	89%	86%	85%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	84%	88%	91%	*	90%	*	*	*	*	*	*	91%	91%
	2010	85%	88%	92%	88%	*	88%	*	*	*	*	*	*	88%	88%
Mathematics	2011	77%	81%	*	85%	*	87%	*	*	*	*	*	*	85%	85%
	2010	74%	78%	88%	76%	*	76%	*	*	*	*	*	*	76%	76%
All Tests	2011	78%	79%	80%	82%	*	84%	*	*	*	*	*	*	82%	82%
	2010	75%	77%	83%	73%	*	73%	*	*	*	*	*	*	73%	73%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	86%	85%	89%	82%	92%	*	*	*	*	86%	84%	84%
	2010	86%	91%	85%	87%	80%	88%	90%	*	*	*	*	85%	86%	85%
Mathematics	2011	89%	94%	91%	94%	78%	98%	92%	*	*	*	*	> 99%	91%	> 99%
	2010	89%	92%	88%	95%	80%	96%	95%	*	*	*	*	> 99%	93%	97%
Writing	2011	91%	94%	93%	90%	78%	97%	77%	*	*	*	*	71%	88%	96%
	2010	92%	93%	92%	94%	> 99%	98%	83%	*	*	*	*	82%	98%	96%
All Tests	2011	78%	86%	77%	78%	67%	83%	69%	*	*	*	*	71%	76%	86%
	2010	78%	83%	75%	85%	80%	89%	80%	*	*	*	*	86%	87%	86%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	85%	89%	74%	*	74%	*	*	*	*	*	*	73%	74%
	2010	83%	82%	88%	82%	*	82%	*	*	*	*	*	*	81%	82%
Mathematics	2011	74%	78%	*	67%	*	67%	*	*	*	*	*	*	65%	67%
	2010	73%	69%	*	67%	*	67%	*	*	*	*	*	*	67%	67%
Writing	2011	93%	98%	> 99%	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	94%	97%	> 99%	95%	*	95%	*	*	*	*	*	*	95%	95%
All Tests	2011	75%	79%	83%	58%	*	58%	*	*	*	*	*	*	57%	58%
	2010	73%	70%	63%	71%	*	71%	*	*	*	*	*	*	70%	71%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	87%	89%	89%	88%	94%	*	*	*	*	93%	88%	81%
	2010	86%	91%	85%	80%	75%	76%	94%	*	*	*	*	85%	74%	59%
Mathematics	2011	86%	92%	86%	91%	89%	92%	88%	*	*	*	*	87%	92%	93%
	2010	86%	92%	82%	87%	88%	86%	94%	*	*	*	*	69%	86%	77%
Science	2011	86%	92%	87%	97%	> 99%	98%	94%	*	*	*	*	93%	96%	96%
	2010	87%	90%	82%	80%	88%	73%	> 99%	*	*	*	*	55%	74%	60%
All Tests	2011	76%	85%	75%	83%	89%	83%	81%	*	*	*	*	80%	82%	77%
	2010	75%	82%	68%	69%	75%	63%	88%	*	*	*	*	38%	63%	46%
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only															
Reading	2011	77%	89%	*	87%	*	87%	*	*	*	*	*	*	86%	87%
	2010	74%	56%	*	86%	*	86%	*	*	*	*	*	*	86%	86%
Mathematics	2011	50%	63%	*	55%	*	55%	*	*	*	*	*	*	50%	55%
	2010	45%	40%	*	*	*	*	*	*	*	*	*	*	*	*
Science	2011	58%	44%	*	47%	*	47%	*	*	*	*	*	*	50%	47%
	2010	52%	38%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	63%	54%	*	33%	*	33%	*	*	*	*	*	*	36%	33%
	2010	55%	32%	*	71%	*	71%	*	*	*	*	*	*	71%	71%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	89%	90%	97%	88%	95%	*	*	*	*	84%	88%	87%
	2010	90%	93%	88%	90%	96%	88%	94%	*	n/a	n/a	n/a	88%	89%	85%
Mathematics	2011	84%	88%	90%	90%	93%	90%	91%	*	*	*	*	84%	88%	89%
	2010	84%	88%	87%	89%	88%	86%	98%	*	n/a	n/a	n/a	85%	86%	83%
Writing	2011	92%	94%	93%	93%	78%	98%	77%	*	*	*	*	80%	92%	98%
	2010	93%	95%	91%	94%	> 99%	97%	83%	*	n/a	n/a	n/a	80%	97%	96%
Science	2011	83%	84%	87%	89%	> 99%	86%	94%	*	*	*	*	88%	87%	78%
	2010	82%	86%	82%	80%	88%	73%	> 99%	*	n/a	n/a	n/a	55%	74%	60%
All Tests	2011	76%	81%	79%	81%	90%	80%	82%	*	*	*	*	70%	78%	76%
	2010	76%	81%	77%	79%	88%	76%	91%	*	n/a	n/a	n/a	70%	77%	70%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	30%	35%	20%	33%	55%	*	*	*	*	16%	30%	28%
	2010	32%	38%	29%	27%	29%	25%	38%	*	*	*	*	8%	25%	22%
Mathematics	2011	29%	32%	30%	35%	23%	35%	48%	*	*	*	*	22%	32%	32%
	2010	28%	31%	32%	31%	13%	30%	43%	*	*	*	*	25%	30%	23%
Writing	2011	31%	39%	20%	27%	33%	26%	31%	*	*	*	*	10%	26%	24%
	2010	32%	36%	22%	22%	20%	23%	17%	*	*	*	*	< 1%	21%	18%
Science	2011	30%	33%	40%	28%	11%	25%	50%	*	*	*	*	24%	23%	15%
	2010	28%	30%	36%	20%	13%	18%	38%	*	*	*	*	9%	14%	6%
All Tests	2011	16%	19%	15%	18%	10%	17%	30%	*	*	*	*	5%	15%	12%
	2010	15%	17%	14%	12%	8%	11%	17%	*	*	*	*	< 1%	10%	11%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	> 99%
	2010	85%	88%	92%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	> 99%
Mathematics	2011	77%	83%	> 99%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	> 99%
	2010	75%	79%	88%	95%	*	92%	> 99%	*	*	*	*	95%	94%	90%
Writing	2011	80%	88%	> 99%	83%	*	> 99%	*	*	*	*	*	83%	83%	> 99%
	2010	80%	87%	89%	*	*	*	*	*	*	*	*	*	*	*
Science	2011	60%	60%	50%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	> 99%
	2010	58%	58%	50%	57%	*	40%	*	*	*	*	*	57%	40%	*
All Tests	2011	66%	73%	77%	94%	*	> 99%	*	*	*	*	*	94%	94%	> 99%
	2010	64%	69%	73%	83%	*	76%	> 99%	*	*	*	*	83%	80%	71%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	99.5%	98.9%	100.0%	100.0%	94.3%	*	-	-	*	100.0%	100.0%	97.8%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	90.5%	88.1%	87.9%	88.7%	86.8%	*	-	-	*	24.4%	87.6%	82.4%
Not on TAKS	7.6%	7.6%	9.1%	10.9%	12.1%	11.3%	7.5%	*	-	-	*	75.6%	12.4%	15.4%
TAKS(Acc) Only	2.4%	2.1%	1.9%	4.9%	3.0%	5.2%	3.8%	*	-	-	*	34.1%	5.3%	8.1%
TAKS-M Only	3.1%	3.4%	3.4%	5.6%	9.1%	5.7%	3.8%	*	-	-	*	39.0%	6.7%	6.6%
TAKS-Alt Only	0.9%	0.7%	0.7%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Combination	1.3%	1.4%	1.5%	0.4%	0.0%	0.5%	0.0%	*	-	-	*	2.4%	0.4%	0.7%
By Acct Status														
Acct System	94.0%	95.7%	93.0%	94.4%	90.9%	97.9%	83.0%	*	-	-	*	90.2%	95.1%	97.1%
Non-Acct System	4.6%	3.5%	6.5%	4.6%	9.1%	2.1%	11.3%	*	-	-	*	9.8%	4.9%	0.7%
Mobile	4.6%	3.5%	6.3%	4.6%	9.1%	2.1%	11.3%	*	-	-	*	9.8%	4.9%	0.7%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.5%	1.1%	0.0%	0.0%	5.7%	*	-	-	*	0.0%	0.0%	2.2%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.1%	1.1%	0.0%	0.0%	5.7%	*	-	-	*	0.0%	0.0%	2.2%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	265	285	33	194	53	2	0	0	3	41	225	136
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.7%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	91.6%	89.6%	91.7%	88.6%	91.5%	*	*	-	-	25.0%	89.2%	85.5%
Not on TAKS	7.8%	7.7%	7.6%	10.4%	8.3%	11.4%	8.5%	*	*	-	-	75.0%	10.8%	14.5%
TAKS(Acc) Only	2.3%	1.8%	1.5%	2.8%	0.0%	3.5%	1.7%	*	*	-	-	20.0%	3.0%	5.1%
TAKS-M Only	3.3%	3.8%	3.6%	5.6%	8.3%	5.5%	5.1%	*	*	-	-	40.0%	5.2%	5.8%
TAKS-Alt Only	0.8%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Combination	1.3%	1.3%	1.1%	2.1%	0.0%	2.5%	1.7%	*	*	-	-	15.0%	2.6%	3.6%
By Acct Status														
Acct System	90.0%	91.0%	90.0%	89.9%	91.7%	91.0%	84.7%	*	*	-	-	60.0%	89.6%	93.5%
Non-Acct System	8.6%	8.1%	9.2%	10.1%	8.3%	9.0%	15.3%	*	*	-	-	40.0%	10.4%	6.5%
Mobile	4.4%	3.6%	4.8%	4.5%	0.0%	3.5%	10.2%	*	*	-	-	0.0%	5.2%	0.7%
Non-Acct Test	4.2%	4.5%	4.2%	5.6%	8.3%	5.5%	5.1%	*	*	-	-	40.0%	5.2%	5.8%
Not Tested	1.4%	0.9%	0.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	284	288	24	201	59	2	2	0	0	40	231	138

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	53%	42%	*	40%	*	*	*	*	*	60%	47%	36%
	2010	50%	53%	45%	29%	*	27%	*	*	*	*	*	33%	21%	21%
Mathematics	2011	42%	43%	53%	38%	*	35%	*	*	*	*	*	67%	35%	36%
	2010	45%	52%	41%	68%	*	69%	86%	*	*	*	*	64%	68%	73%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	92	98	*	97	*	*	*	*	*	*	103	84
	2010	86	90	95	94	*	96	*	*	*	*	*	90	95	89
Mathematics	2011	64	66	81	68	*	57	*	*	*	*	*	*	63	54
	2010	70	77	82	103	*	100	128	*	*	*	*	110	100	102
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	13%	11%	11%	13%	6%	*	*	*	*	12%	13%	17%
	2010	15%	10%	16%	20%	25%	24%	6%	*	*	*	*	15%	26%	37%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	94%	96%	> 99%	94%	> 99%	*	*	*	*	94%	94%	90%
	2010	92%	96%	92%	92%	> 99%	89%	> 99%	*	*	*	*	92%	90%	80%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	14%	15%	11%	16%	13%	*	*	*	*	18%	16%	19%
	2010	14%	9%	20%	16%	13%	17%	6%	*	*	*	*	31%	17%	29%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	95%	94%	> 99%	94%	94%	*	*	*	*	94%	94%	93%
	2010	92%	95%	91%	90%	88%	87%	> 99%	*	*	*	*	92%	87%	80%
English Language Learners Progress Indicator															
2010-11		80%	86%	85%	81%	*	81%	*	*	*	*	*	71%	81%	79%
2009-10		79%	85%	86%	83%	*	82%	*	*	*	*	*	88%	83%	80%
Attendance Rate @															
2009-10		95.5%	95.9%	96.2%	96.1%	96.9%	96.2%	95.2%	97.2%	*	-	*	95.4%	96.1%	96.5%
2008-09		95.6%	95.9%	96.6%	96.5%	97.0%	96.7%	95.7%	*	n/a	n/a	n/a	96.5%	96.6%	97.1%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		578	100.0%	21,088	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.3%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	5.1%	3.0%	4.5%
	Kindergarten	109	18.9%	11.9%	8.5%	7.6%
	Grade 1	83	14.4%	14.0%	8.5%	7.9%
	Grade 2	107	18.5%	13.0%	8.8%	7.7%
	Grade 3	100	17.3%	17.5%	8.5%	7.6%
	Grade 4	88	15.2%	17.3%	7.9%	7.6%
	Grade 5	91	15.7%	16.4%	7.9%	7.6%
	Grade 6	0	0.0%	4.5%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.0%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	64	11.1%	11.2%	11.6%	12.9%
	Hispanic	392	67.8%	67.9%	30.8%	50.3%
	White	111	19.2%	17.8%	52.9%	31.2%
	Native American	4	0.7%	0.4%	0.9%	0.5%
	Asian	0	0.0%	1.2%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.1%	0.1%	0.1%
	Two or More Races	7	1.2%	1.4%	1.2%	1.6%
Economically Disadvantaged		456	78.9%	78.8%	41.5%	59.2%
Limited English Proficient (LEP)		262	45.3%	27.7%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		2	0.3%	0.6%	1.3%	1.9%
At-Risk		392	67.8%	55.8%	35.1%	46.3%
Mobility (2009-10)		79	14.4%	17.7%	17.1%	18.2%
Number of Students per Teacher		12.1	n/a	14.6	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates				Special Education Rates			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	2.7%	2.0%	2.1%	2.3%	0.0%	7.7%	14.3%	10.7%
Grade 1	1.0%	5.9%	1.5%	4.7%	0.0%	12.3%	8.5%	8.9%
Grade 2	0.0%	2.8%	0.8%	2.8%	0.0%	4.9%	3.8%	4.1%
Grade 3	0.0%	2.0%	1.1%	2.0%	0.0%	3.1%	1.4%	1.8%
Grade 4	0.0%	1.0%	0.1%	1.1%	0.0%	1.0%	0.4%	0.9%
Grade 5	0.0%	1.4%	0.4%	1.3%	0.0%	1.5%	2.0%	1.3%
Grade 6	-	0.4%	0.1%	0.7%	-	1.9%	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	21.7	18.0	18.8	19.0
	Grade 1	18.7	18.4	18.9	18.9
	Grade 2	15.7	17.9	18.8	18.8
	Grade 3	15.8	19.5	19.1	18.8
	Grade 4	16.0	19.8	20.3	19.0
	Grade 5	18.9	23.3	21.9	21.4
	Grade 6	-	21.2	20.9	20.7
	Mixed Grades	15.8	45.4	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	61.5	100.0%	100.0%	100.0%	100.0%
Professional Staff:	58.5	95.1%	84.4%	72.3%	63.4%
Teachers	47.7	77.6%	72.0%	56.2%	50.5%
Professional Support	8.8	14.3%	8.8%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	3.3%	3.7%	2.7%	2.8%
Educational Aides:	3.0	4.9%	15.6%	7.9%	9.5%
Total Minority Staff:	20.5	33.4%	39.7%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	3.8%	6.5%	9.3%
Hispanic	16.0	33.6%	30.2%	11.7%	23.7%
White	31.7	66.4%	63.3%	78.4%	63.9%
American Indian	0.0	0.0%	0.8%	0.8%	0.4%
Asian	0.0	0.0%	0.6%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.1%	2.1%	1.3%
Males	6.0	12.6%	9.3%	24.0%	23.2%
Females	41.7	87.4%	90.7%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	2.0	4.2%	4.8%	4.8%	6.0%
1-5 Years Experience	17.1	35.8%	35.6%	31.8%	30.0%
6-10 Years Experience	13.0	27.3%	19.1%	22.7%	21.1%
11-20 Years Experience	11.5	24.2%	23.3%	25.5%	25.0%
0ver 20 Years Experience	4.1	8.5%	17.2%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	9.0 yrs.	10.9 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	5.5 yrs.	8.1 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,600	$41,971	$45,521	$41,272
1-5 Years Experience	$46,964	$44,861	$47,448	$44,013
6-10 Years Experience	$47,699	$47,016	$48,287	$46,604
11-20 Years Experience	$52,026	$49,890	$51,852	$50,476
Over 20 Years Experience	$65,298	$57,778	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$49,938	$48,529	$51,120	$48,638
Professional Support	$55,100	$54,290	$55,177	$57,045
Campus Administration (School Leadership)	$70,575	$70,085	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	3.4	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$4,147,872	100.0%	$6,890	$4,741,324	100.0%	$7,876	$136,805,526	100.0%	$6,727
Instruction (11,95)	$2,994,588	72.2%	$4,974	$3,274,362	69.1%	$5,439	$101,966,677	74.5%	$5,014
Instructional-Related Services (12,13)	$178,330	4.3%	$296	$217,880	4.6%	$362	$4,953,498	3.6%	$244
Instructional Leadership (21)	$160,123	3.9%	$266	$160,123	3.4%	$266	$1,736,251	1.3%	$85
School Leadership (23)	$351,914	8.5%	$585	$353,473	7.5%	$587	$8,890,530	6.5%	$437
Support Services-Student (31,32,33)	$175,550	4.2%	$292	$246,641	5.2%	$410	$6,613,322	4.8%	$325
Other Campus Costs (35,36,51,52,53)	$287,367	6.9%	$477	$488,845	10.3%	$812	$12,645,248	9.2%	$622
By Program:									
Total Operating Expenditures	$3,860,505	100.0%	$6,413	$4,235,501	100.0%	$7,036	$123,502,805	100.0%	$6,073
Bilingual/ESL Education (25)	$302,972	7.8%	$503	$302,972	7.2%	$503	$10,138,254	8.2%	$498
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$3,413	0.0%	$0
Accelerated Education (24,30)	$124,180	3.2%	$206	$488,131	11.5%	$811	$19,178,300	15.5%	$943
Gifted & Talented Education (21)	$78,726	2.0%	$131	$78,726	1.9%	$131	$1,310,255	1.1%	$64
Regular Education (11)	$2,962,180	76.7%	$4,921	$2,962,180	69.9%	$4,921	$74,629,770	60.4%	$3,669
Special Education (23)	$392,447	10.2%	$652	$403,492	9.5%	$670	$18,242,813	14.8%	$897
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	260	45.0%	28.1%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	18	3.1%	5.1%	8.7%	7.7%
Special Education	58	10.0%	9.1%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	15.0	31.5%	15.7%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.6%	4.0%
Compensatory Education	3.0	6.3%	3.6%	5.0%	2.9%
Gifted & Talented Education	1.0	2.1%	0.8%	1.7%	1.9%
Regular Education	23.6	49.5%	70.3%	68.0%	73.4%
Special Education	5.1	10.6%	9.7%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

	Campus Number	Campus Name	District Name	% Econ	% Hispanic	% LEP	% White	% Mobility	% Afr_Amer
	007901101	CHARLOTTE EL	CHARLOTTE ISD	78.2	86.6	4.6	12.0	18.8	0.9
	013901102	FADDEN-MCKEOWN-CHAMBLISS	BEEVILLE ISD	79.9	83.5	3.1	12.7	6.4	3.6
	020901104	LONGFELLOW EL	ALVIN ISD	78.0	63.5	28.6	30.8	20.9	2.4
	028902104	PLUM CREEK EL	LOCKHART ISD	78.0	69.2	19.7	22.4	12.4	6.4
	043907107	CALDWELL EL	MCKINNEY ISD	77.9	64.7	42.0	19.9	17.9	12.8
	043910105	MEMORIAL EL	PLANO ISD	78.6	69.8	46.0	15.1	13.9	12.4
	043910109	FORMAN EL	PLANO ISD	78.5	60.9	41.7	12.8	16.4	21.3
	057905169	ARTHUR KRAMER EL SCHOOL	DALLAS ISD	79.3	65.9	54.5	11.0	19.5	19.7
	057909121	MONTCLAIR EL	GARLAND ISD	79.6	73.6	44.6	9.7	7.0	14.0
	057909134	NORTHLAKE EL	GARLAND ISD	77.9	63.0	44.8	15.5	13.9	13.3
	057912116	BRANDENBURG EL	IRVING ISD	79.7	73.5	52.1	13.1	18.2	9.1
	057914102	FLORENCE EL	MESQUITE ISD	79.6	66.2	46.6	13.4	18.1	16.1
	057914105	HODGES EL	MESQUITE ISD	78.9	52.4	25.6	21.7	19.0	23.0
	057914113	TOSCH EL	MESQUITE ISD	78.2	66.9	38.4	17.8	22.0	12.7
	058906103	NORTH EL	LAMESA ISD	78.8	77.7	10.0	16.5	14.9	3.8
>	061901104	LEE EL	DENTON ISD	78.9	67.8	45.3	19.2	14.4	11.1
	061902143	LEWISVILLE EL	LEWISVILLE ISD	79.3	64.9	54.0	11.5	11.8 **	16.8
	068901107	DOWLING EL	ECTOR COUNTY ISD	79.0	71.6	15.0	17.1	22.5	7.6
	068901113	SAM HOUSTON EL	ECTOR COUNTY ISD	78.6	71.6	5.1	17.6	23.2	8.5
	071902142	COLLINS EL	EL PASO ISD	79.2	82.0	28.7	9.3	17.6	6.2
	071902153	WHITAKER EL	EL PASO ISD	78.7	82.4	28.5	9.7	13.1	4.4
	079901108	TRAVIS EL	LAMAR CISD	79.8	78.9	24.4	9.0	12.2	11.5
	079901109	TAYLOR RAY EL	LAMAR CISD	78.8	83.0	34.1	11.6	21.6	4.8
	079901112	MEYER EL	LAMAR CISD	79.2	65.4	14.5	12.7	24.6	19.9
	085902101	POST EL	POST ISD	78.3	58.3	11.4	32.8	13.4	5.3
	095905102	COLLEGE HILL ELEMENTARY	PLAINVIEW ISD	79.3	73.6	11.1	23.4	20.2	1.6
	101924108	SHELDON EL	SHELDON ISD	78.3	67.9	37.9	19.9	17.0	9.3
	109904109	HILLSBORO INTERMEDIATE	HILLSBORO ISD	78.7	56.1	16.0	27.0	13.4	14.1
	129906102	J W LONG EL	TERRELL ISD	79.5	40.8	21.4	33.1	21.0	24.3
	129906106	DR BRUCE WOOD EL	TERRELL ISD	78.3	41.8	22.3	31.5	21.1	22.0
	137901110	PEREZ EL	KINGSVILLE ISD	78.4	82.9	7.6	13.3	15.4	2.1
	140904102	LITTLEFIELD EL	LITTLEFIELD ISD	78.4	68.4	5.8	22.8	16.1	7.6
	152903101	AUSTIN EL	SLATON ISD	79.7	69.8	7.8	24.5	15.8	5.2
	177901101	ROSCOE EL	ROSCOE ISD	78.9	67.6	17.6	28.9	10.9	0.5
	178904132	SCHANEN ESTATES EL	CORPUS CHRISTI ISD	78.1	71.3	3.8	16.6	22.4	8.7
	178904150	GALVAN EL	CORPUS CHRISTI ISD	78.1	87.6	9.2	6.9	23.4	3.0
	198906101	MUMFORD EL	MUMFORD ISD	79.3	55.9	18.5	32.5	8.0	10.5
	220902110	O H STOWE EL	BIRDVILLE ISD	77.9	57.5	31.1	29.4	21.4	4.8
	227901104	BECKER EL	AUSTIN ISD	78.4	72.1	35.6	13.5	17.2	11.5
	227901133	RIDGETOP EL	AUSTIN ISD	78.6	80.9	50.9	13.2	17.8	4.5
	227907101	MANOR EL	MANOR ISD	78.2	59.1	28.2	13.6	18.0	24.8
		Group Average		78.8	67.9	27.7	17.8	17.7	11.2

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

Gold Performance Acknowledgment: Not Qualified

	Reading						Mathematics					
	(1)	(2)	(3)	(4)	(5)	(6)	(1)	(2)	(3)	(4)	(5)	(6)
Campus Name	Number Matched Students	2010 Avg Scale Score	2011 Avg Scale Score	2010 Failer Avg VSG	2011 Avg VSG	2011 Quar-tile	Number Matched Students	2010 Avg Scale Score	2011 Avg Scale Score	2010 Failer Avg VSG	2011 Avg VSG	2011 Quar-tile
CHARLOTTE EL	42	592	602	31	10	Q4	42	567	569	32	2	Q4
FADDEN-MCKEOWN-CHAMB	130	646	682	94	36	Q3	130	625	659	67	34	Q4
LONGFELLOW EL	282	620	671	94	51	Q1	277	634	696	89	62	Q2
PLUM CREEK EL	141	625	689	108	64	Q1	148	628	689	96	61	Q2
CALDWELL EL	101	625	662	82	37	Q3	103	622	677	78	55	Q2
MEMORIAL EL	117	622	655	90	33	Q4	120	617	669	114	52	Q3
FORMAN EL	128	610	665	98	55	Q1	132	589	664	80	75	Q1
ARTHUR KRAMER EL SCH	124	651	694	109	43	Q3	130	623	676	106	53	Q3
MONTCLAIR EL	130	655	689	91	34	Q3	133	629	687	106	58	Q2
NORTHLAKE EL	172	663	689	60	26	Q4	175	646	690	102	45	Q4
BRANDENBURG EL	199	605	650	87	45	Q2	199	584	637	75	54	Q2
FLORENCE EL	135	663	713	128	50	Q2	137	673	740	114	67	Q2
HODGES EL	248	633	684	90	50	Q2	247	633	690	66	58	Q2
TOSCH EL	217	662	700	82	38	Q3	223	649	721	84	73	Q1
NORTH EL	257	587	635	94	48	Q2	257	574	624	58	49	Q3
> LEE EL	141	624	667	98	42	Q3	138	609	673	68	64	Q2
LEWISVILLE EL	97	627	658	111	31	Q4	105	609	648	88	40	Q4
DOWLING EL	212	624	650	58	26	Q4	215	613	659	63	46	Q3
SAM HOUSTON EL	166	636	671	78	34	Q3	166	633	693	96	61	Q2
COLLINS EL	157	639	673	123	34	Q3	157	611	665	78	54	Q2
WHITAKER EL	161	627	685	132	58	Q1	161	620	696	134	76	Q1
TRAVIS EL	192	631	667	90	36	Q3	198	627	649	43	22	Q4
TAYLOR RAY EL	174	652	697	76	45	Q2	154	658	733	125	75	Q1
MEYER EL	143	613	677	90	64	Q1	146	617	688	125	71	Q1
POST EL	101	650	664	71	14	Q4	101	619	668	79	49	Q3
COLLEGE HILL ELEMENT	48	597	615	42	18	Q4	49	580	656	81	77	Q1
SHELDON EL	196	609	678	118	69	Q1	196	602	671	78	69	Q1
HILLSBORO INTERMEDIA	359	640	695	93	54	Q1	359	639	701	85	62	Q2
J W LONG EL	397	615	660	77	45	Q2	398	601	653	67	51	Q3
DR BRUCE WOOD EL	350	644	681	71	37	Q3	348	630	684	65	54	Q2
PEREZ EL	59	635	682	117	47	Q2	59	582	669	87	87	Q1
LITTLEFIELD EL	176	627	666	100	39	Q3	176	630	670	62	40	Q4
AUSTIN EL	167	617	637	108	20	Q4	166	623	635	45	13	Q4
ROSCOE EL	62	633	684	99	51	Q1	60	618	664	76	46	Q3
SCHANEN ESTATES EL	116	621	673	66	52	Q1	118	597	643	54	46	Q3
GALVAN EL	148	642	699	126	56	Q1	149	613	692	104	78	Q1
MUMFORD EL	100	681	727	-	46	Q2	101	690	692	124	2	Q4
O H STOWE EL	191	617	661	103	44	Q2	189	578	660	107	82	Q1
BECKER EL	16	635	679	-	45	Q2	17	699	748	-	49	Q3
RIDGETOP EL	24	624	663	99	40	Q3	24	598	631	84	33	Q4
MANOR EL	139	637	665	89	28	Q4	137	613	682	67	69	Q1
Group Average	155	630	673	89	43	--	156	620	675	77	55	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Lee Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Lee Elementary School's Mission Statement

Our mission is to empower members of the Lee family and community to achieve their highest potential.

Board Goals

Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

Lee Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	59	93	49	66	89	45		
3	AA	10	100	60	12	100	33		
3	Hispanic	32	91	41	34	91	44		
3	White	17	94	59	17	88	59		
3	Eco. Dis.	42	93	43	47	85	40		
3	SPED	3			5	80	20		
3	LEP C	18	89	50	8	100	50		
3	LEP M1								
3	LEP M2								
4	All	63	86	24	56	84	32		
4	AA	6	83	0	9	89	11		
4	Hispanic	34	85	24	34	79	29		
4	White	22	91	32	13	92	54		
4	Eco. Dis.	47	85	23	39	82	26		
4	SPED	6	67	0	2				
4	LEP C	21	81	10	21	81	33		
4	LEP M1								
4	LEP M2								
5	All	81	90	20	70	96	37		
5	AA	8	100	25	9	100	11		
5	Hispanic	50	86	18	44	93	39		
5	White	20	95	25	17	100	47		
5	Eco. Dis.	62	89	18	52	94	29		
5	SPED	5	80	0	7	100	0		
5	LEP C	23	70	4	22	91	23		
5	LEP M1								
5	LEP M2								

Lee Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	65	92	23	55	89	35		
4	AA	6	100	33	9	78	33		
4	Hispanic	38	97	26	33	97	36		
4	White	20	80	15	13	77	31		
4	Eco. Dis.	49	96	22	38	87	34		
4	SPED	7	71	0	1				
4	LEP C	25	96	20	20	95	40		
4	LEP M1								
4	LEP M2								

Lee Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	58	93	34	65	89	38		
3	AA	10	90	10	11	100	27		
3	Hispanic	31	90	39	34	91	35		
3	White	17	100	41	17	88	53		
3	Eco. Dis.	41	93	32	46	85	33		
3	SPED	2			4				
3	LEP C	17	94	41	8	100	25		
3	LEP M1								
3	LEP M2								
4	All	71	94	37	58	93	34		
4	AA	6	83	17	9	78	22		
4	Hispanic	43	95	35	36	97	39		
4	White	21	95	43	13	92	31		
4	Eco. Dis.	54	93	37	41	90	37		
4	SPED	6	100	33	2				
4	LEP C	30	97	27	23	100	43		
4	LEP M1								
4	LEP M2								
5	All	85	91	32	74	95	39		
5	AA	8	88	13	9	89	22		
5	Hispanic	55	89	31	49	96	37		
5	White	19	95	42	16	94	56		
5	Eco. Dis.	66	88	30	56	96	34		
5	SPED	6	83	17	8	88	13		
5	LEP C	28	82	4	27	100	30		
5	LEP M1								
5	LEP M2								

Lee Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	87	83	24	70	94	34		
5	AA	8	88	13	9	89	11		
5	Hispanic	57	75	19	43	98	35		
5	White	20	100	40	18	89	44		
5	Eco. Dis.	68	78	18	52	92	29		
5	SPED	4			7	71	43		
5	LEP C	31	65	6	21	95	24		
5	LEP M1								
5	LEP M2								

Lee Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Lee Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AEIS data (3 years) 2007-2010

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

Findings/Analysis

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

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

Strengths

- enrollment level is maintained
- Mobility rate going down

Needs

- Since Hispanic and Economically Disadvantaged numbers are going up, we need to monitor interventions for these two sub groups
- Our Special Education enrollment is increasing

Summary of Needs

- We need to establish our RTI process to monitor and increase interventions
- for Hispanic and Economically Disadvantaged students
- We need to monitor and decrease our special ed enrollment using the RTI
- process

Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AEIS reports (2007-2010)
- AWARE- TAKS reports
- AWARE- Common Assessments
- AWARE- Benchmark Assessments
- TAKS Intervention Schedules

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

Findings/Analysis

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

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

Strengths

- Maintained our Recognized rating
- Target our most at risk students for
- intervention plans
- Increased our science scores by 5%
- overall and 10% for Hispanics and
- 10% for Economically Disadvantaged
- PLCs

Needs

- Monitor Commended Performance for
- our Economically Disadvantaged
- Monitor and increase 4th grade reading
- scores overall and for our Hispanic and
- ELL students
- Monitor and increase our math scores at
- 3rd, 4th and 5th grades

Summary of Needs

- We need to continue our growth in our Commended Performance by
- learning more about teaching with rigor
- We need to continue improving our 4th grade reading.
- We need to continue improving our math instruction in all grades.

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Learning Team Surveys
- Accountability Project reports
- Clubs Rotation

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

Findings/Analysis

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

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

Strengths

- Clubs for all students on Friday afternoon
- Majority of teachers feel PLCs are
- productive & that students benefit from
- the teachers participating in PLCs
- Schoolwide Procedures
- CHAMPs in classrooms
- Core Essential-Character Ed
- Bully Buster Program

Needs

- Students express feeling unsafe in the
- playground and in the restrooms
- Teachers feel that incompatible group
- members keep staff from having honest
- communication in PLCs

Summary of Needs

- Need to review our schoolwide procedures for the playground & bathrooms so
- we can improve the feeling of safety in these areas.
- Even though the majority of staff members feel that our PLCs are productive,
- we still have a few staff members who are incompatible group members and do not
- communicate honestly. We need to continue providing PLC staff development &
- team building activities.

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- PRIDE
- Learning Team Surveys

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

Findings/Analysis

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

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

Strengths

- 100% Highly Qualified teachers &
- paraprofessionals
- Instructional Coaching by IS, district
- consultants & outside consultants
- PLCs

Needs

- Team/Campus building activities
- More collaboration among teams, as
- well as more sharing of ideas
- Provide instructional coaching as needed
- by staff

Summary of Needs

- Team/Campus building activities
- More collaboration among teams, as well as more sharing of ideas
- as the focus of our faculty meetings
- Provide instructional coaching as needed by staff- by colleagues, by IS,
- DISD coordinators, outside consultants

Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AWARE- ELI/SELI Results
- AWARE-common assessments
- AWARE- benchmarks
- AWARE-TAKS scores
- AEIS TAKS data
- District Scope & Sequence
- Grade Level Essential Learnings
- Lesson Plans on Eduphoria

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

Findings/Analysis

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

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

Strengths

- Data on Aware for TAKS, benchmarks,
- common assessments
- Grade Level identified Essential Learnings
- PLCs

Needs

- Need to develop common assessments
- linked to grade level Essential
- Learnings
- Need a common format for lesson plans
- Provide staff development for learning
- to teach with rigor in mind-Study UBD

Summary of Needs

- Need to develop common assessments linked to grade level Essential
- Learnings that have been identified by each grade level
- Need to have a common format for lesson plans that is campus wide
- Provide staff development for changing our instruction so that we teach with
- rigor. We need to study UBD

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Parent Institute sign in sheets
- Parental Involvement flyer
- Family Handbook

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

Findings/Analysis

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

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

Strengths

- 4 Saturday Parent Institutes
- 2 counselors on staff
- 21rst Century CIS partnership
- Parent Summer Splash Off Meeting
- Family Handbook in 2 languages
- Parental Involvement Policy flyer
- K six weeks parent meetings

Needs

- Need to make the Saturday Parent
- Institutes more informal
- Need to collaborate with CIS and El
- Concilio from Dallas for parent meetings
- Need an Open House in the Fall

Summary of Needs

- Need to make the 4 Saturday Parent Institutes more informal for more
- parent participation
- Need to collaborate with CIS and El Concilio for parent meetings
- Need to reach out to parents with an Open House in the Fall

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Lee Master Schedule
- TAKS Intervention Schedules
- PLC artifacts from each grade level

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

Findings/Analysis

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

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

Strengths

- PLC meetings
- School wide intervention plan
- TAKS tutors for grades 3-5

Needs

- Schedule consistent team leader
- meetings with administration
- Implement campus RTI procedures
- Review PLC protocols

Summary of Needs

- Schedule consistent team leader meetings with administration
- Implement campus RTI procedures
- Review PLC protocols

Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Technology Equipment Inventory
- STAR Chart data

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

Findings/Analysis

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

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

Strengths

- Each teacher has a teacher computer
- unit
- Each classroom has an LCD projector
- and document camera
- 2 computer labs
- Teachers are at an advanced level on
- STAR chart

Needs

- Aging computers are in need of repair
- or replacement
- Need to encourage higher attendance
- at district staff development

Summary of Needs

- Aging computers are in need of repair and/or replacement
- Need to encourage higher attendance at distict technology classes

Comprehensive Needs Assessment Summary of Priority Needs
Lee Elementary

Demographics:
We need to establish our RTI process to monitor and increase interventions for Hispanic and Economically Disadvantaged students
We need to monitor and decrease our special ed enrollment using the RTI process

School Culture and Climate:
Need to review our schoolwide procedures for the playground & bathrooms so we can improve the feeling of safety in these areas.
Even though the majority of staff members feel that our PLCs are productive, we still have a few staff members who are incompatible group members and do not communicate honestly. We need to continue providing PLC staff development & team building activities.

Curriculum, Instruction and Assessment:
Need to develop common assessments linked to grade level Essential Learnings that have been identified by each grade level
Need to have a common format for lesson plans that is campus wide
Provide staff development for changing our instruction so that we teach with rigor. We need to study UBD

School Content and Organization:
Schedule consistent team leader meetings with administration
Implement campus RTI procedures
Review PLC protocols

Student Achievement:
We need to continue our growth in our Commended Performance by learning more about teaching with rigor
We need to continue improving our 4th grade reading.
We need to continue improving our math instruction in all grades.

Teacher Quality:
Team/Campus building activities
More collaboration among teams, as well as more sharing of ideas as the focus of our faculty meetings
Provide instructional coaching as needed by staff- by colleagues, by IS, DISD coordinators, outside consultants

Family and Community Involvement:
Need to make the 4 Saturday Parent Institutes more informal for more parent participation
Need to collaborate with CIS and El Concilio for parent meetings
Need to reach out to parents with an Open House in the Fall

Technology:
Aging computers are in need of repair and/or replacement
Need to encourage higher attendance at distict technology classes

Board Summary
Campus Improvement Plans
2011-12

Lee Elementary School

Wildy Important Goals for 2011-12
WIG 1: To increase our knowledge of how to teach with rigor in the STAAR tested content areas, including math and science, 100% of the teachers will participate in staff development so that by the end of the 2011-2012 school year the teachers will set a goal for their classrooms for the 2012-2013 school year for teaching problem solving in math and using inquiry to teach science.
WIG 2: This is our third year of being a model Positive Behavior Support (PBS) school for Region XI. We will continue to implement campus wide procedures, as well as CHAMPs in our classrooms, so that less than 10% of our students feel unsafe in our playground and our bathrooms.

Campus Improvement Plan
Lee Elementary School

WIG 1

To increase our knowledge of how to teach with rigor in the STAAR tested content areas, including math and science, 100% of the teachers will participate in staff development so that by the end of the 2011-2012 school year the teachers will set a goal for their classrooms for the 2012-2013 school year for teaching problem solving in math and using inquiry to teach science.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to identify and implement every six weeks the essential learnings for language arts, math, science and social studies **Person(s) Responsible:** Classroom Teachers, Instructional Specialists **Completion Date:** Aug. 2011-June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	TEKS; DISD Scope & Sequence;	[ ]	[ ]		essential learnings identified by each grade level every 6 weeks	Lesson Plans; classroom observations & walkthroughs; EL documents	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor & maintain the 5th year of implementing Thinking Maps across the curriculum in language arts, writing, science **Person(s) Responsible:** Instructional specialists; classroom & support teachers **Completion Date:** Aug. 2011- May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Thinking Maps materials Title 1: $250	[X]	[ ]		Student work on display; Classroom observations & walkthroughs	Eduphoria Lesson plans; PRIDE observations	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide educational leave and staff development for staff to work on and plan for data based curriculum alignment decisions **Person(s) Responsible:** Administrators, Instructional Specialists, Classroom teachers, Support teachers **Completion Date:** Sept. 2011- May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Subs for teachers Title I: $16,000	[X]	[ ]		Lesson Plans, Observations, common assessments, grade level data	Team protocols, Six weeks essential learnings, common assessments, district benchmarks	[X] CNA [ ] RS [ ] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff development support and materials support for instructional nonnegotiables in Language Arts, math, writing and science: Readers'/Writers' Workshop/CAFE Guided Reading Target the TEK Target the Question Every Day Counts inquiry science Thinking Maps problem solving Investigations-math interventions **Person(s) Responsible:** Classroom Teachers, Instructional Specialists, Administrators **Completion Date:** Sept. 2011- May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	DISD curriculum Coordinators; campus IS ($124,232 SCE); Literacy Library; Target the Question; Every Day Counts; Thinking Maps; Target the TEK;Conferences & workshops; Mentoring Minds $5,000 Title I CAFE Investigations	[X]	[X]	2	Classroom Observations, district benchmarks, Common Assessments	Classroom Observations, district benchmarks, Common Assessments	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to develop common assessments in language arts, math and science grades K-5 **Person(s) Responsible:** Classroom teachers, Instructional Specialists **Completion Date:** Aug 2011-May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Identified grade level essential learnings;Kathy Richardson assessments;TEKS; Scope & Sequence;DISD benchmarks; Aware; ELI/SELI	[ ]	[ ]		assessments; PLC protocols;data in Aware	Classroom Observations & walkthroughs;	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
To host a Family Fiesta Math Night **Person(s) Responsible:** UNT interns, Classroom teachers, Instructional Specialists **Completion Date:** October 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	UNT Interns; Student Prizes; Printing; $250 Title I	[X]	[ ]		Sign in sheets, Attendance	Common Assessment & Benchmark scores	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To host at least 3 Parent Academies to address core curriculum and parenting **Person(s) Responsible:** Classroom Teachers, Instructional Specialists, Counselors; El Concilio from Dallas **Completion Date:** Oct. 2011- May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Parent Materials to use at home; Printing; $2,500 Title I	[X]	[ ]		Sign in sheets, Attendance	Attendance; benchmark & common assessment scores	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
To provide hands on staff development in Professional Learning Communities (PLC), Readers'/Writers' Workshop/CAFE, Running Records, Guided/Shared Reading, student engagement, dual language, Write From the Beginning, problem solving, inquiry, Investigations **Person(s) Responsible:** Administrators, Classroom teachers, Instructional Specialists **Completion Date:** Sept. 2011- June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Coordinators; Reading Recovery/DLL teachers; math/reading interventionist;	[X]	[ ]		Classroom Observations; workshop attendance	Common Assessment & Benchmark scores	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To adopt campuswide a common problem solving strategy-UPS check **Person(s) Responsible:** Math interventionist, classroom teachers; math vertical team **Completion Date:** June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	DISD math coord.;math interventionist	[ ]	[ ]		math classroom observations	math benchmark & common assessment scores	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
To provide staff development in Lang Arts so we can improve our 4th grade lang arts instruction CAFE Writing **Person(s) Responsible:** Instructional Specialists, 4th grade classroom teachers **Completion Date:** June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Language Arts consultant $2,000 Title I; DISD LA coord.; math/reading interventionist	[X]	[ ]		Attendance at workshops;Classroom oberservations	LA bechmarks & common assessments	[X] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To host a Fun Family Science Night and a Classroom Science Fair **Person(s) Responsible:** Instructional Specialists; Classroom Teachers **Completion Date:** Sept. & Dec. 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	DISD science materials; DISD Science Coord.; Instructional Specialists;Classroom Teachers	[ ]	[ ]		Sign in sheets for event	Attendance; science benchmark & common assessment scores	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
To provide stafff development K-5 for teaching with rigor in math, science and language arts **Person(s) Responsible:** Classroom Teachers K-5; Administrators **Completion Date:** June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	DISD science & math coord.;Instructional Specialists; math/reading interventionist; Language Arts Consultant Title 1 $2,000	[ ]	[ ]		Attendance; sign in sheets	Classroom observations	[X] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement a 3 hour after school Communities in School-21rst Century Program **Person(s) Responsible:** Administrators, 21st Century staff **Completion Date:** Aug 2011- June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	21rst Century grant	[ ]	[ ]		Enrollment in program	Attendance; benchmark & common assessment scores	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
To Plan with district coordinators for continued support in LA, math and science for teaching with rigor for the 2011-2013 school years **Person(s) Responsible:** Administration, IS, reading/math interventionist, Classroom Teachers **Completion Date:** June 2013 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	DISD LA, math & science coords.;IS, reading/math interventionist	[ ]	[ ]		Meetings	Implementation of aTwo year Plan	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to research and study dual language bilingual education and plan for implementing in second grade for the 2012-2013 school year. **Person(s) Responsible:** 2nd grade bilingual classroom teachers; Administrators **Completion Date:** Aug 2011-June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	DISD Bilingual Dept.;	[ ]	[ ]		Meeting agendas, Handouts	Meeting agendas	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Each grade level team will set at least one PLC goal based on the learning team survey results from May 2011 to improve their team collaboration and team work **Person(s) Responsible:** PLC grade level teams **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Learning Team Surveys from May 2011; Administrators	[ ]	[ ]		Learning Team Survey- May 2011	Learning Team Survey-May 2012	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue Implementing a one way dual language bilingual education program in K and 1rst grades **Person(s) Responsible:** Administrators, K and 1rst grade bilingual teachers **Completion Date:** Aug 2011-June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Bilingual/ESL Dept.	[ ]	[ ]		Meeting sign in sheets	Handouts, Agendas	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Use Reading A-Z.com to provide books for teachers to send home with students in grades K-5 **Person(s) Responsible:** Administrators, Istructional Specialists, Classroom Teachers **Completion Date:** Sept. 2011- June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Reading A-Z.com subscription Title 1 $3,000	[X]	[ ]		Books sent home	End of Year ELI/SELI scores, Rigby Benchmarks, DRA benchmarks, district benchmarks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To provide intervention support during the instructional day for students who are not meeting standards in their common assessments in language arts, math and science. **Person(s) Responsible:** Administrators, Classroom Teachers K-5, **Completion Date:** Jan. 2012- June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Print Shop Title 1 $4,000 Support Materials: $5,000 Title I;	[X]	[X]		Timesheets	benchmark & common assessment scores	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide classroom support for teachers in K & 1 to have time to administer district common assessments **Person(s) Responsible:** Classroom Teachers K & 1 **Completion Date:** Jan. 2012, May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Title I for subs $2,000	[X]	[ ]		Educational Leave Requests	ELI/SELI scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide educational leave so that teachers will have an opportunity to observe colleagues for dual language instruction, guided reading, readers' workshop, CAFE, problem solving and inquiry in science **Person(s) Responsible:** Instructional Specialists, Classroom teachers **Completion Date:** Oct. 2011- May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Title I for subs $2,000	[X]	[ ]		Educational Leave Requests	benchmark & common assessment scores, ELI/SELI scores	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
To host an end of year parent meeting to focus on what parents can do in the summer to keep students reading **Person(s) Responsible:** Instructional Specialists;Classroom teachers;Support staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Instructional Specialists, Administrators; Title 1 $2,500	[X]	[ ]		Sign in Sheets	Start of year assessments at the same level at end of year level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To attend district staff development for the math Investigations program **Person(s) Responsible:** Administrators, Classroom teachers **Completion Date:** June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	District math & science coord; math interventionist	[ ]	[ ]		Attendance at workshop	Classroom Observations, common assessments & benchmarks	[X] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
To assign teacher mentors to teachers who attend the Title 1 math and science institutes in the summer of 2012. The mentors will be the teachers who attended the institutes in the summer of 2011 **Person(s) Responsible:** Administrators, classroom teachers **Completion Date:** August 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	DISD math & science coord;math interventionist; Instructional Specialists	[ ]	[ ]		Assignment of mentors	Assignment of mentors	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To implement interventions and instructional support for teachers in reading, math and science by providing the following specialized staff: Literacy Groups Reading Interventionist (RI) Math Interventionist (MI) Instructional Specialists (IS) **Person(s) Responsible:** Administrators **Completion Date:** 2011- 2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	1/2 time reading interventionist: $27,007 SCE funds; 1/2 math interventionist $27,007 SCE funds; I Instructional Speciallist $SCE funds; 1 Instructional Specialist $SCE funds; 1/2 K-2 Literacy Groups $28,412 SCE funds	[ ]	[X]		Payroll reports	Observations of Program Implementation	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide technology that will support our instruction in math, reading and Science. Classworks Reading A-Z Science A-Z Fast Math Study Island **Person(s) Responsible:** Administrators, Classroom Teachers, Instructional Specialist **Completion Date:** 2010- 2011 school year **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Subsricptions for Reading & Science A-Z and Study Island Title I $8,300 Classworks, Fast Math	[X]	[ ]		Usage reports	Classroom observations, benchmark & common assessment scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Lee Elementary School

WIG 2

This is our third year of being a model Positive Behavior Support (PBS) school for Region XI. We will continue to implement campus wide procedures, as well as CHAMPs in our classrooms, so that less than 10% of our students feel unsafe in our playground and our bathrooms.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide on site counseling/guidance for staff, parents and students that will promote positive discipline and promote psychological, as well as emotional and physical health and wellness **Person(s) Responsible:** Counselors **Completion Date:** 2011- 2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	2 campus counselors, UNT therapists, TWU consultant: $14,000 Title I	[X]	[ ]		Referrals; Counselor schedules	Student Observations	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide on campus play therapy for students in grades K-5 **Person(s) Responsible:** Counselors **Completion Date:** 2011- 2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	2 counselors, UNT therapists, DISD LSSP, TWU consultant: $14,000 Title I	[X]	[ ]		Referrals; Counselor schedules	Student Observations	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase student attendance by implementing an incentive program for perfect attendance throughout the year **Person(s) Responsible:** Classroom Teachers, Administrators **Completion Date:** 2011- 2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Student Incentives: Title 1 $1,000	[X]	[ ]		Awards given	AEIS report	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to implement a campus wide Positive Behavior Support plan that includes CHAMPs and is part of being a PBS model school **Person(s) Responsible:** All faculty and staff **Completion Date:** 2011- 2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	CHAMPs materials: Title I $500	[X]	[ ]		implementation of campus wide procedures	End of year Office Referral report	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide student incentives for students who exemplify PBS behavior; CHAMPS behavior, CORE Essentials character behavior **Person(s) Responsible:** All faculty and staff **Completion Date:** 2011- 2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Student incentives $500 Title I	[X]	[ ]		Monthly reports	End of year Office Referral report	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide 2 assemblies for students focusing on positive behavior and anti-bullying **Person(s) Responsible:** Counselors **Completion Date:** 2011- 2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Assemblies $3,000 Title I	[X]	[ ]		Invoices	Observations at assemblies	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Maintain a safety patrol for students who consistently practice positive behavior **Person(s) Responsible:** Counselors **Completion Date:** Sept. 2011-June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Supplies $300 Title I	[X]	[ ]		Student Selection	Observations; Teacher Interviews	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement and maintain Core Essentials, a character education program as part of PBS **Person(s) Responsible:** Counselors **Completion Date:** 2011- 2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Core Essentials: Title 1 $700	[X]	[ ]		Information sent home once a month	Student Observations	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide on site and off site staff development opportunities for staff to enrich their knowledge of counseling, guidance, play therapy, character education, positive behavior, bullying **Person(s) Responsible:** Counselors, Classroom Teachers **Completion Date:** 2011- 2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	ASCA conference Region 11 workshops for positive behavior $3,000 Title I	[X]	[ ]		Registrations	Presentations to staff at faculty meetings, agendas	[ ] CNA [X] RS [ ] IHQ [X] OPD [X] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
To provide PBS training for improving schoolwide behavior , CHAMPs for classroom management and classroom behavior and team building for the staff **Person(s) Responsible:** Administrators, All faculty and staff **Completion Date:** Aug. 2011- Aug. 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	CHAMPs staff trainers-Champsters	[X]	[ ]		Classroom Observations	Classroom Observations	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement and maintain an anti-bullying program **Person(s) Responsible:** Counselors **Completion Date:** 2011- 2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Bully Busters: Title 1 incentives $300	[X]	[ ]		Meetings with counselors, Handouts to parents	Student Observations	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
To study results of Accountability Project so that we can improve on our school safety **Person(s) Responsible:** CLT; Couselors; Teachers; Administrators **Completion Date:** June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Counselors	[ ]	[ ]		Accountability Project Student Survey-May 2011	Accountability Project Student Survey-May 2012	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
To provide a full time intervention counselor **Person(s) Responsible:** Administrators **Completion Date:** 2011- 2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	DISD Counseling Supervisor; Administrators Title I $56,117	[X]	[ ]		Counselor schedule; Referrals	Student Observations	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To have 4 character awards assemblies to recognize students who exemplify character traits from the Core Essentials program **Person(s) Responsible:** Counselors, Classroom Teachers **Completion Date:** Oct. 2011-May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Counselors; Awards Title 1 $250	[X]	[ ]		Awards given	Awards given	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to participate in the Food 4 Kids program so that students who are most at risk of not having food over the weekend will have food to take home. **Person(s) Responsible:** Counselors, Classroom Teachers, Administrators **Completion Date:** June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Communities in School, PTA	[ ]	[ ]		Food deliveries and orders	Students' health; benchmark & common assessment scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Lee Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region Xl workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Brenda Thomas
2) Classroom Teacher	Sarah Betty
3) Classroom Teacher	Amy Molina
4) Classroom Teacher	Jennifer McCall
5) Classroom Teacher	Ann Marie O'Neill
6) Classroom Teacher	Janie Phillips
7) Campus-based Nonteaching Professional	Pat Hill
8) Campus-based Paraprofessional and Operations Staff	Imelda Ramirez
9) District-level Professional	Lisa De Los Santos
10) Parent	Hope Creech
11) Parent	Henry Sanchez
12) Community Member	Joel Muro
13) Community Member	
14) Business Representative	Joel Muro
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	9/13/11	3:30 PM	Lee Staff Development Room
2	11/29/11	3:30 PM	Lee Staff Development Room
3	2/21/12	3:30 PM	Lee Staff Development Room
4	4/10/12	3:30 PM	Lee Staff Development Room

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: MCNAIR EL

Campus #: 061901106

2011 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Writing

Commended on Science

Comparable Improvement: Reading

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	96%	98%	92%	> 99%	99%	*	*	*	*	> 99%	96%	*
	2010	92%	97%	98%	99%	> 99%	> 99%	98%	*	*	*	*	> 99%	> 99%	> 99%
Mathematics	2011	88%	93%	95%	99%	92%	> 99%	> 99%	*	*	*	*	> 99%	96%	*
	2010	87%	93%	94%	99%	> 99%	> 99%	98%	*	*	*	*	83%	> 99%	> 99%
All Tests	2011	83%	91%	92%	98%	92%	> 99%	99%	*	*	*	*	> 99%	96%	*
	2010	84%	92%	93%	98%	> 99%	> 99%	97%	*	*	*	*	83%	> 99%	> 99%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	95%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	> 99%
	2010	86%	91%	94%	94%	92%	85%	97%	*	*	*	*	80%	79%	73%
Mathematics	2011	89%	94%	95%	97%	> 99%	> 99%	95%	*	> 99%	*	*	71%	92%	> 99%
	2010	89%	92%	96%	96%	92%	> 99%	97%	*	*	*	*	90%	96%	> 99%
Writing	2011	91%	94%	96%	98%	> 99%	> 99%	96%	*	*	*	*	> 99%	> 99%	> 99%
	2010	92%	93%	95%	93%	92%	85%	96%	*	*	*	*	79%	91%	82%
All Tests	2011	78%	86%	87%	95%	> 99%	> 99%	91%	*	> 99%	*	*	71%	92%	> 99%
	2010	78%	83%	87%	87%	77%	80%	92%	*	*	*	*	65%	75%	73%
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	96%	95%	92%	86%	> 99%	*	*	*	*	76%	80%	57%
	2010	86%	91%	94%	92%	89%	91%	94%	*	*	*	*	82%	84%	*
Mathematics	2011	86%	92%	94%	95%	> 99%	86%	99%	*	*	*	*	71%	85%	71%
	2010	86%	92%	95%	98%	> 99%	95%	98%	*	*	*	*	> 99%	97%	*
Science	2011	86%	92%	93%	91%	92%	81%	96%	*	60%	*	*	47%	75%	50%
	2010	87%	90%	94%	92%	89%	91%	94%	*	*	*	*	67%	84%	*
All Tests	2011	76%	85%	88%	90%	85%	81%	96%	*	60%	*	*	47%	70%	50%
	2010	75%	82%	88%	88%	89%	86%	89%	*	*	*	*	58%	81%	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	96%	99%	97%	97%	99%	*	> 99%	*	*	94%	96%	89%
	2010	90%	93%	97%	97%	97%	95%	98%	*	n/a	n/a	n/a	89%	93%	87%
Mathematics	2011	84%	88%	95%	98%	97%	98%	98%	*	> 99%	*	*	91%	94%	> 99%
	2010	84%	88%	95%	98%	97%	98%	98%	*	n/a	n/a	n/a	92%	97%	> 99%
Writing	2011	92%	94%	96%	98%	> 99%	> 99%	96%	*	*	*	*	> 99%	> 99%	> 99%
	2010	93%	95%	95%	93%	92%	85%	96%	*	n/a	n/a	n/a	79%	91%	82%
Science	2011	83%	84%	93%	91%	92%	81%	96%	*	60%	*	*	47%	75%	50%
	2010	82%	86%	94%	92%	89%	91%	94%	*	n/a	n/a	n/a	67%	84%	*
All Tests	2011	76%	81%	90%	94%	94%	93%	95%	*	86%	*	*	67%	89%	80%
	2010	76%	81%	91%	92%	88%	90%	94%	*	n/a	n/a	n/a	68%	86%	78%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	52%	51%	28%	42%	56%	*	69%	*	*	12%	34%	21%
	2010	32%	38%	51%	47%	37%	41%	49%	*	60%	*	*	18%	41%	39%
Mathematics	2011	29%	32%	48%	60%	25%	50%	67%	*	92%	*	*	21%	46%	58%
	2010	28%	31%	49%	52%	27%	41%	58%	*	80%	*	*	24%	47%	48%
Writing	2011	31%	39%	34%	44%	40%	46%	42%	*	*	*	*	< 1%	42%	63%
	2010	32%	36%	36%	39%	23%	40%	40%	*	*	*	*	11%	22%	36%
Science	2011	30%	33%	51%	51%	15%	33%	65%	*	40%	*	*	12%	30%	25%
	2010	28%	30%	57%	54%	44%	41%	62%	*	*	*	*	42%	58%	*
All Tests	2011	16%	19%	27%	33%	14%	22%	38%	*	57%	*	*	3%	23%	10%
	2010	15%	17%	32%	27%	17%	19%	30%	*	60%	*	*	8%	21%	26%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	89%	*	67%	> 99%	*	*	*	*	89%	78%	*
	2010	85%	88%	> 99%	78%	*	57%	> 99%	*	*	*	*	78%	73%	40%
Mathematics	2011	77%	83%	> 99%	93%	*	83%	> 99%	*	*	*	*	93%	88%	*
	2010	75%	79%	89%	94%	*	> 99%	> 99%	*	*	*	*	94%	> 99%	> 99%
Writing	2011	80%	88%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	> 99%	77%	*	60%	> 99%	*	*	*	*	77%	71%	*
Science	2011	60%	60%	66%	30%	*	20%	*	*	*	*	*	30%	17%	*
	2010	58%	58%	60%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	82%	67%	*	43%	91%	*	*	*	*	67%	44%	*
	2010	64%	69%	86%	71%	*	50%	> 99%	*	*	*	*	71%	64%	20%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	100.0%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	94.4%	92.4%	92.1%	88.9%	93.5%	-	92.9%	-	*	31.4%	84.2%	81.0%
Not on TAKS	7.6%	7.6%	5.1%	7.6%	7.9%	11.1%	6.5%	-	7.1%	-	*	68.6%	15.8%	19.0%
TAKS(Acc) Only	2.4%	2.1%	1.4%	0.6%	2.6%	0.0%	0.5%	-	0.0%	-	*	5.7%	2.6%	0.0%
TAKS-M Only	3.1%	3.4%	1.8%	4.7%	5.3%	7.9%	3.5%	-	7.1%	-	*	42.9%	11.8%	19.0%
TAKS-Alt Only	0.9%	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Combination	1.3%	1.4%	0.9%	2.2%	0.0%	3.2%	2.5%	-	0.0%	-	*	20.0%	1.3%	0.0%
By Acct Status														
Acct System	94.0%	95.7%	96.3%	97.2%	94.7%	95.2%	98.0%	-	100.0%	-	*	94.3%	93.4%	95.2%
Non-Acct System	4.6%	3.5%	3.5%	2.8%	5.3%	4.8%	2.0%	-	0.0%	-	*	5.7%	6.6%	4.8%
Mobile	4.6%	3.5%	3.4%	2.8%	5.3%	4.8%	2.0%	-	0.0%	-	*	5.7%	6.6%	4.8%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	286	316	38	63	199	0	14	0	2	35	76	21
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.9%	99.1%	100.0%	100.0%	99.0%	-	91.7%	-	-	100.0%	100.0%	95.8%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	93.0%	89.6%	87.5%	83.6%	92.7%	-	83.3%	-	-	34.8%	80.0%	75.0%
Not on TAKS	7.8%	7.7%	6.2%	9.5%	12.5%	16.4%	6.3%	-	8.3%	-	-	65.2%	20.0%	20.8%
TAKS(Acc) Only	2.3%	1.8%	1.8%	1.6%	3.1%	1.5%	1.5%	-	0.0%	-	-	10.9%	3.5%	0.0%
TAKS-M Only	3.3%	3.8%	2.1%	4.7%	9.4%	9.0%	2.4%	-	8.3%	-	-	32.6%	12.9%	20.8%
TAKS-Alt Only	0.8%	0.7%	0.6%	0.3%	0.0%	0.0%	0.0%	-	0.0%	-	-	2.2%	0.0%	0.0%
Combination	1.3%	1.3%	1.2%	2.8%	0.0%	6.0%	2.4%	-	0.0%	-	-	19.6%	3.5%	0.0%
By Acct Status														
Acct System	90.0%	91.0%	92.2%	90.5%	87.5%	88.1%	93.2%	-	75.0%	-	-	54.3%	78.8%	75.0%
Non-Acct System	8.6%	8.1%	7.4%	8.5%	12.5%	11.9%	5.9%	-	16.7%	-	-	45.7%	21.2%	20.8%
Mobile	4.4%	3.6%	4.1%	3.5%	3.1%	3.0%	3.4%	-	8.3%	-	-	10.9%	8.2%	0.0%
Non-Acct Test	4.2%	4.5%	2.6%	5.0%	9.4%	9.0%	2.4%	-	8.3%	-	-	34.8%	12.9%	20.8%
Not Tested	1.4%	0.9%	0.1%	0.9%	0.0%	0.0%	1.0%	-	8.3%	-	-	0.0%	0.0%	4.2%
Absent	0.1%	0.1%	0.0%	0.6%	0.0%	0.0%	1.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	0.3%	0.0%	0.0%	0.0%	-	8.3%	-	-	0.0%	0.0%	4.2%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	314	317	32	67	205	0	12	0	0	46	85	24

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	60%	56%	*	*	*	*	*	*	*	33%	*	*
	2010	50%	53%	67%	50%	*	*	*	*	*	*	*	*	20%	*
Mathematics	2011	42%	43%	65%	40%	*	*	*	*	*	*	*	*	*	*
	2010	45%	52%	63%	60%	*	*	*	*	*	*	*	60%	80%	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	101	196	*	*	*	*	*	*	*	*	*	*
	2010	86	90	116	105	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	66	87	*	*	*	*	*	*	*	*	*	*	*
	2010	70	77	93	102	*	*	*	*	*	*	*	*	*	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	5%	5%	8%	14%	< 1%	*	*	*	*	24%	20%	43%
	2010	15%	10%	6%	9%	11%	9%	8%	*	*	*	*	25%	16%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	99%	98%	> 99%	90%	> 99%	*	*	*	*	88%	90%	71%
	2010	92%	96%	98%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	7%	5%	< 1%	14%	1%	*	*	*	*	29%	15%	29%
	2010	14%	9%	6%	3%	< 1%	5%	3%	*	*	*	*	8%	3%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	98%	99%	> 99%	95%	> 99%	*	*	*	*	94%	95%	> 99%
	2010	92%	95%	98%	98%	> 99%	95%	98%	*	*	*	*	> 99%	97%	*
English Language Learners Progress Indicator															
2010-11		80%	86%	95%	92%	*	89%	*	*	> 99%	*	*	*	85%	90%
2009-10		79%	85%	94%	91%	*	88%	*	*	> 99%	*	*	40%	83%	88%
Attendance Rate @															
2009-10		95.5%	95.9%	96.8%	96.6%	97.6%	97.0%	96.4%	*	97.3%	-	*	95.6%	96.6%	97.2%
2008-09		95.6%	95.9%	96.9%	97.0%	97.2%	97.3%	96.7%	*	n/a	n/a	n/a	96.1%	97.1%	97.7%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		600	100.0%	22,495	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.4%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	2.3%	3.0%	4.5%
	Kindergarten	100	16.7%	15.5%	8.5%	7.6%
	Grade 1	97	16.2%	15.7%	8.5%	7.9%
	Grade 2	88	14.7%	16.0%	8.8%	7.7%
	Grade 3	106	17.7%	15.8%	8.5%	7.6%
	Grade 4	97	16.2%	18.7%	7.9%	7.6%
	Grade 5	112	18.7%	13.6%	7.9%	7.6%
	Grade 6	0	0.0%	1.8%	7.2%	7.4%
	Grade 7	0	0.0%	0.1%	7.1%	7.3%
	Grade 8	0	0.0%	0.1%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	61	10.2%	7.7%	11.6%	12.9%
	Hispanic	103	17.2%	17.3%	30.8%	50.3%
	White	396	66.0%	65.8%	52.9%	31.2%
	Native American	3	0.5%	0.6%	0.9%	0.5%
	Asian	27	4.5%	5.7%	2.6%	3.4%
	Pacific Islander	2	0.3%	0.1%	0.1%	0.1%
	Two or More Races	8	1.3%	2.8%	1.2%	1.6%
Economically Disadvantaged		114	19.0%	25.1%	41.5%	59.2%
Limited English Proficient (LEP)		31	5.2%	5.4%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		1	0.2%	0.1%	1.3%	1.9%
At-Risk		117	19.5%	23.8%	35.1%	46.3%
Mobility (2009-10)		53	9.9%	10.2%	17.1%	18.2%
Number of Students per Teacher		12.4	n/a	15.1	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	4.9%	2.1%	2.1%	2.3%	11.1%	13.2%	14.3%	10.7%
Grade 1	2.6%	1.3%	1.5%	4.7%	25.0%	3.7%	8.5%	8.9%
Grade 2	0.0%	1.2%	0.8%	2.8%	0.0%	3.1%	3.8%	4.1%
Grade 3	0.0%	0.7%	1.1%	2.0%	0.0%	0.3%	1.4%	1.8%
Grade 4	0.0%	0.4%	0.1%	1.1%	0.0%	1.4%	0.4%	0.9%
Grade 5	0.0%	0.4%	0.4%	1.3%	5.9%	0.3%	2.0%	1.3%
Grade 6	-	0.0%	0.1%	0.7%	-	0.0%	3.7%	1.2%
Grade 7	-	0.0%	0.2%	1.0%	-	0.0%	1.4%	1.4%
Grade 8	-	0.0%	0.1%	1.2%	-	0.0%	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	19.4	19.0	18.8	19.0
	Grade 1	18.8	18.7	18.9	18.9
	Grade 2	17.6	19.0	18.8	18.8
	Grade 3	17.7	18.5	19.1	18.8
	Grade 4	19.6	19.4	20.3	19.0
	Grade 5	17.1	21.9	21.9	21.4
	Grade 6	-	21.3	20.9	20.7
	Mixed Grades	13.0	36.1	19.2	23.9
Secondary:	English/Language Arts	-	13.5	20.4	17.3
	Foreign Languages	-	9.0	18.8	19.0
	Mathematics	-	12.3	19.4	17.9
	Science	-	12.3	22.9	19.0
	Social Studies	-	12.3	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	69.2	100.0%	100.0%	100.0%	100.0%
Professional Staff:	57.2	82.7%	86.8%	72.3%	63.4%
Teachers	48.2	69.7%	74.3%	56.2%	50.5%
Professional Support	6.9	10.0%	8.7%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	2.9%	3.8%	2.7%	2.8%
Educational Aides:	12.0	17.3%	13.2%	7.9%	9.5%
Total Minority Staff:	11.5	16.6%	8.2%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	2.0	4.1%	1.9%	6.5%	9.3%
Hispanic	5.0	10.4%	3.6%	11.7%	23.7%
White	39.2	81.3%	91.8%	78.4%	63.9%
American Indian	1.0	2.1%	0.3%	0.8%	0.4%
Asian	1.0	2.1%	1.1%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.3%	2.1%	1.3%
Males	2.0	4.1%	4.3%	24.0%	23.2%
Females	46.2	95.9%	95.7%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	3.0	6.2%	3.4%	4.8%	6.0%
1-5 Years Experience	12.2	25.2%	26.1%	31.8%	30.0%
6-10 Years Experience	7.0	14.6%	24.0%	22.7%	21.1%
11-20 Years Experience	15.0	31.1%	29.5%	25.5%	25.0%
0ver 20 Years Experience	11.0	22.9%	17.0%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	12.9 yrs.	11.9 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	7.5 yrs.	7.6 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,600	$41,198	$45,521	$41,272
1-5 Years Experience	$47,506	$44,693	$47,448	$44,013
6-10 Years Experience	$47,618	$46,381	$48,287	$46,604
11-20 Years Experience	$50,723	$50,080	$51,852	$50,476
Over 20 Years Experience	$65,051	$57,853	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$52,482	$48,802	$51,120	$48,638
Professional Support	$51,029	$53,789	$55,177	$57,045
Campus Administration (School Leadership)	$67,689	$69,865	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	3.2	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$3,956,755	100.0%	$6,672	$4,190,683	100.0%	$7,067	$133,429,864	100.0%	$6,093
Instruction (11,95)	$2,933,509	74.1%	$4,947	$2,994,145	71.4%	$5,049	$99,780,477	74.8%	$4,556
Instructional-Related Services (12,13)	$162,137	4.1%	$273	$162,227	3.9%	$274	$5,280,613	4.0%	$241
Instructional Leadership (21)	$44,472	1.1%	$75	$44,472	1.1%	$75	$1,369,805	1.0%	$63
School Leadership (23)	$221,465	5.6%	$373	$225,634	5.4%	$380	$9,035,881	6.8%	$413
Support Services-Student (31,32,33)	$188,079	4.8%	$317	$197,319	4.7%	$333	$6,976,892	5.2%	$319
Other Campus Costs (35,36,51,52,53)	$407,093	10.3%	$686	$566,886	13.5%	$956	$10,986,196	8.2%	$502
By Program:									
Total Operating Expenditures	$3,549,662	100.0%	$5,986	$3,560,750	100.0%	$6,005	$121,747,885	100.0%	$5,559
Bilingual/ESL Education (25)	$82,663	2.3%	$139	$82,663	2.3%	$139	$1,545,970	1.3%	$71
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$8,878	0.0%	$0
Accelerated Education (24,30)	$114,959	3.2%	$194	$115,331	3.2%	$194	$7,071,047	5.8%	$323
Gifted & Talented Education (21)	$151,673	4.3%	$256	$151,673	4.3%	$256	$1,820,022	1.5%	$83
Regular Education (11)	$2,743,842	77.3%	$4,627	$2,743,842	77.1%	$4,627	$92,236,556	75.8%	$4,212
Special Education (23)	$456,525	12.9%	$770	$467,241	13.1%	$788	$19,064,928	15.7%	$871
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$484	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	30	5.0%	4.9%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.1%	16.7%	21.0%
Gifted & Talented Education	63	10.5%	6.7%	8.7%	7.7%
Special Education	59	9.8%	8.6%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	1.0	2.1%	1.1%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.6%	4.0%
Compensatory Education	1.0	2.1%	2.9%	5.0%	2.9%
Gifted & Talented Education	2.0	4.1%	0.9%	1.7%	1.9%
Regular Education	35.2	73.0%	87.8%	68.0%	73.4%
Special Education	9.0	18.7%	7.3%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Econ	% Hispanic	% Afr_Amer	% Mobility	% LEP
021901109		CREEK VIEW EL	COLLEGE STATION ISD	66.4	23.0	15.4	7.4	9.5	6.0
025901101		J B STEPHENS EL	BANGS ISD	66.8	61.4	24.5	4.5	15.5	1.9
043901104		GENE M REED EL	ALLEN ISD	65.6	26.7	17.5	9.0	10.4	5.0
043901109		GEORGE J ANDERSON EL	ALLEN ISD	64.8	11.3	11.1	8.2	4.7	6.4
043905111		SPEARS ELEMENTARY	FRISCO ISD	67.5	9.3	15.3	5.5	10.3	4.5
043905112		SPARKS EL	FRISCO ISD	66.2	3.4	12.5	6.8	6.1	2.4
043905113		GUNSTREAM ELEMENTARY	FRISCO ISD	65.2	10.6	11.3	9.6	6.4	5.9
043910108		SHEPARD EL	PLANO ISD	65.8	19.7	13.8	8.8	6.3	8.3
061901106	>	MCNAIR EL	DENTON ISD	66.0	19.0	17.2	10.2	9.9	5.2
061902108		TIMBER CREEK EL	LEWISVILLE ISD	65.2	18.6	19.6	6.7	14.8	5.5
061902119		ETHRIDGE EL	LEWISVILLE ISD	65.7	17.7	19.9	5.7	9.5	4.0
061911117		CLARA LOVE EL	NORTHWEST ISD	65.8	34.4	19.6	11.0	15.5	6.4
061912103		CORINTH EL	LAKE DALLAS ISD	64.5	33.3	15.7	11.0	12.8	4.2
074903102		EVANS EL	BONHAM ISD	66.9	66.0	20.2	8.0	12.6	5.3
079907125		PECAN GROVE EL	FORT BEND ISD	66.1	13.5	18.9	7.1	9.1	6.0
084910115		WALTER HALL EL	CLEAR CREEK ISD	66.4	20.3	18.0	7.8	8.6	3.1
100905102		CHINA EL	HARDIN-JEFFERSON ISD	67.5	54.4	15.6	16.6	12.2	10.1
101907133		AULT EL	CYPRESS-FAIRBANKS ISD	64.5	18.5	21.6	7.8	7.8	5.2
101907153		SWENKE EL	CYPRESS-FAIRBANKS ISD	65.8	9.3	16.9	7.4	7.0	8.2
101914109		NOTTINGHAM COUNTRY EL	KATY ISD	66.6	14.2	17.7	2.9	8.8	9.2
101915120		HASSLER EL	KLEIN ISD	67.0	5.9	15.0	3.3	4.3	6.8
101921103		LAKEWOOD EL	TOMBALL ISD	65.2	16.9	18.1	3.5	9.5	8.1
101921107		WILLOW CREEK EL	TOMBALL ISD	64.5	15.2	18.4	7.0	8.5	8.0
112901104		LAMAR EL	SULPHUR SPRINGS ISD	64.6	64.2	15.0	17.5	15.8	4.7
126902109		JUDY HAJEK EL	BURLESON ISD	64.9	29.3	22.1	8.7	6.5	4.7
166902101		GAUSE EL	GAUSE ISD	65.7	55.8	18.2	9.9	13.0	1.7
170904104		TURNER EL	WILLIS ISD	64.8	48.9	23.3	8.0	15.0	5.7
174903101		GARRISON ELEMENTARY	GARRISON ISD	66.1	52.2	12.5	18.0	14.0	6.7
187907101		LIVINGSTON INT	LIVINGSTON ISD	66.3	63.6	18.8	11.7	15.7	8.3
188901123		RIDGECREST EL	AMARILLO ISD	65.5	49.6	23.3	4.9	11.1	1.0
188901142		WOODLANDS ELEMENTARY	AMARILLO ISD	67.5	21.6	16.7	3.8	9.7	2.6
212905109		OWENS ELEMENTARY	TYLER ISD	66.9	32.9	14.1	13.9	12.5	3.8
220814101		NORTH TEXAS ELEMENTARY S	TEXAS ELEMENTARY SCHOOL	65.1	2.0	17.8	10.5	5.4	2.0
220902107		SMITHFIELD EL	BIRDVILLE ISD	66.9	36.8	21.9	6.4	13.1	2.0
220907118		BETTE PEROT EL	KELLER ISD	64.7	9.9	15.5	6.7	6.8	4.7
220907119		WOODLAND SPRINGS EL	KELLER ISD	65.6	16.0	14.7	9.2	8.5	4.5
220907124		EAGLE RIDGE EL	KELLER ISD	66.5	7.6	10.3	8.1	12.0	6.0
243902101		DINSMORE EL	ELECTRA ISD	66.8	63.6	18.5	5.4	14.9	1.1
243905108		CUNNINGHAM SCHOOL	WICHITA FALLS ISD	65.5	46.4	23.8	4.2	14.4	1.2
246913102		ADA MAE FAUBION EL	LEANDER ISD	64.8	32.6	24.1	5.5	13.6	5.5
246913110		CHARLOTTE COX EL	LEANDER ISD	66.5	16.3	17.3	2.6	9.0	6.4
		Group Average		65.8	25.1	17.3	7.7	10.2	5.4

*** Order of columns will vary on lists for other campuses ***

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
CREEK VIEW EL	125	663	697	60	34	Q3	124	625	737	162	112	Q1
J B STEPHENS EL	78	624	681	-	57	Q1	79	589	625	72	36	Q4
GENE M REED EL	238	705	751	84	46	Q1	237	689	751	131	62	Q2
GEORGE J ANDERSON EL	270	700	737	44	37	Q3	271	688	743	104	55	Q3
SPEARS ELEMENTARY	217	721	760	121	39	Q2	218	702	745	99	43	Q4
SPARKS EL	201	701	732	73	32	Q3	199	669	738	84	69	Q2
GUNSTREAM ELEMENTARY	232	696	727	65	31	Q4	228	681	734	62	53	Q3
SHEPARD EL	138	686	745	246	58	Q1	140	664	710	39	46	Q3
> MCNAIR EL	184	680	728	196	47	Q1	186	663	728	99	66	Q2
TIMBER CREEK EL	168	679	714	109	34	Q3	164	647	713	88	66	Q2
ETHRIDGE EL	128	672	723	102	52	Q1	125	633	691	123	59	Q3
CLARA LOVE EL	197	646	700	97	54	Q1	197	615	679	75	64	Q2
CORINTH EL	218	655	700	110	45	Q2	217	620	688	80	67	Q2
EVANS EL	360	665	703	72	37	Q3	366	637	692	71	56	Q3
PECAN GROVE EL	165	679	707	107	27	Q4	166	652	706	88	54	Q3
WALTER HALL EL	143	683	727	94	44	Q2	152	646	687	75	41	Q4
CHINA EL	89	651	672	92	21	Q4	90	602	672	70	70	Q1
AULT EL	319	683	731	53	49	Q1	322	682	749	70	67	Q2
SWENKE EL	229	707	741	100	34	Q3	229	689	756	205	67	Q2
NOTTINGHAM COUNTRY E	220	686	728	154	42	Q2	219	655	721	101	65	Q2
HASSLER EL	281	722	758	126	36	Q3	280	693	751	103	58	Q3
LAKEWOOD EL	129	679	722	-	43	Q2	130	611	711	132	99	Q1
WILLOW CREEK EL	126	670	709	128	39	Q2	128	619	707	114	88	Q1
LAMAR EL	53	691	707	-	16	Q4	55	626	697	182	71	Q1
JUDY HAJEK EL	151	664	703	145	39	Q2	152	621	708	118	88	Q1
GAUSE EL	83	695	740	83	45	Q2	81	698	735	78	37	Q4
TURNER EL	167	673	714	123	40	Q2	167	637	681	89	45	Q4
GARRISON ELEMENTARY	91	648	679	47	31	Q4	92	642	669	76	27	Q4
LIVINGSTON INT	514	633	641	66	7	Q4	518	617	647	50	30	Q4
RIDGECREST EL	124	658	699	100	40	Q2	124	660	698	82	39	Q4
WOODLANDS ELEMENTARY	77	715	729	-	14	Q4	77	686	741	-10	55	Q3
OWENS ELEMENTARY	166	675	722	96	47	Q1	167	643	708	100	65	Q2
NORTH TEXAS ELEMENTA	44	674	749	102	76	Q1	44	666	738	99	72	Q1
SMITHFIELD EL	145	661	703	134	42	Q2	145	646	686	69	40	Q4
BETTE PEROT EL	128	694	727	117	33	Q3	127	649	709	-18	61	Q3
WOODLAND SPRINGS EL	136	669	678	110	9	Q4	134	599	638	60	40	Q4
EAGLE RIDGE EL	122	677	685	110	8	Q4	123	624	689	113	65	Q2
DINSMORE EL	32	605	650	91	46	Q1	35	571	621	58	50	Q3
CUNNINGHAM SCHOOL	95	697	742	105	46	Q1	96	668	740	136	72	Q1
ADA MAE FAUBION EL	175	659	717	131	57	Q1	177	615	698	86	82	Q1
CHARLOTTE COX EL	225	704	734	92	29	Q4	225	649	718	108	70	Q1
Group Average	166	678	714	90	36	--	166	649	708	81	59	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
McNair Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

McNair Elementary School's Mission Statement

McNair Elementary is dedicated to providing a quality education for all students, and promoting a life long learning environment to produce responsible students.

Motto: Believe and Achieve

Board Goals

Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

McNair Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	95	99	63	104	98	58		
3	AA	10	100	60	13	92	23		
3	Hispanic	20	100	50	17	100	53		
3	White	61	98	66	68	99	62		
3	Eco. Dis.	20	100	60	26	96	46		
3	SPED	5	100	0	6	100	33		
3	LEP C	10	100	60	3				
3	LEP M1								
3	LEP M2								
4	All	101	95	40	93	100	46		
4	AA	12	92	25	10	100	40		
4	Hispanic	16	100	31	23	100	39		
4	White	70	94	43	55	100	51		
4	Eco. Dis.	20	80	20	23	100	26		
4	SPED	10	90	20	4				
4	LEP C	7	100	29	9	100	11		
4	LEP M1								
4	LEP M2								
5	All	96	100	43	96	98	56		
5	AA	10	100	40	13	92	31		
5	Hispanic	21	100	43	17	94	41		
5	White	63	100	44	63	100	63		
5	Eco. Dis.	31	100	45	16	88	31		
5	SPED	9	100	33	5	100	0		
5	LEP C	1			4				
5	LEP M1								
5	LEP M2								

McNair Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	99	96	43	89	98	46		
4	AA	12	100	33	10	100	40		
4	Hispanic	15	93	47	23	100	48		
4	White	69	96	42	52	96	44		
4	Eco. Dis.	19	100	26	22	100	45		
4	SPED	8	88	13	3				
4	LEP C	7	100	57	8	100	63		
4	LEP M1								
4	LEP M2								

McNair Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	97	99	44	105	99	60		
3	AA	10	100	30	13	92	31		
3	Hispanic	21	100	38	17	100	47		
3	White	62	98	45	69	100	67		
3	Eco. Dis.	21	100	38	26	96	50		
3	SPED	7	86	14	7	100	29		
3	LEP C	10	100	60	3				
3	LEP M1								
3	LEP M2								
4	All	101	96	54	95	97	57		
4	AA	12	92	33	10	100	20		
4	Hispanic	15	100	47	24	100	46		
4	White	71	96	58	56	95	64		
4	Eco. Dis.	20	90	40	24	92	46		
4	SPED	10	80	30	6	67	17		
4	LEP C	7	100	57	9	100	56		
4	LEP M1								
4	LEP M2								
5	All	95	98	62	97	98	66		
5	AA	10	100	40	13	92	15		
5	Hispanic	21	95	48	16	94	69		
5	White	62	98	71	65	100	74		
5	Eco. Dis.	32	97	63	16	88	38		
5	SPED	8	100	38	6	100	33		
5	LEP C	1			4				
5	LEP M1								
5	LEP M2								

McNair Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	98	92	54	100	95	55		
5	AA	10	90	50	12	92	17		
5	Hispanic	23	91	39	17	94	41		
5	White	63	94	62	67	97	66		
5	Eco. Dis.	32	84	59	16	88	38		
5	SPED	13	69	31	7	71	29		
5	LEP C	1			4				
5	LEP M1								
5	LEP M2								

McNair Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at McNair Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- PEIMS data review from Ray Lagleder
- School data from office staff
- PEIMS campus summary report
- Special Education Manager sysytem

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

Findings/Analysis

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

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

Strengths

- similar male and female percentages
- spec ed ethnicity percentages similar to all students percentages
- strong female EXPO percentage

Needs

- discrepancies in data bases
- Monitor/reduce male at-risk numbers
- Monitor/reduce male spec ed numbers
- monitor/increase black and Hispanic EXPO numbers

Summary of Needs

- Resolve discrepancies in data bases, especially the at-risk category
- Monitor/reduce male at-risk numbers with early interventions
- Monitor/reduce male spec ed numbers with early interventions
- Monitor/increase black and Hispanic EXPO percentages through screenings

Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AEIS report for 2009-2010
- STAR data

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

Findings/Analysis

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

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

Strengths

- Our overall TAKS scores for all areas were excellent, as we were rated Exemplary for 2010.
- Our Reading scores were exceptionally good for all subgroups.
- We have a good inclusion team that has provided excellent support and inclusion services in the classrooms for all groups.
- Our staff has been progressing steadily as a Professional Learning Community, and this has had a positive impact on student achievement.
- We have a good inclusion team that has provided excellent support and inclusion services in the classrooms for all groups.
- We showed good growth in Reading TAKS passing rates for Special Ed, and Science for the Hispanic subgroup.
- No major discrepancies were noted among the ethnic subgroups for Reading, Writing, and Math.

Needs

- We need to increase the African American commended rates - they appeared to be the lowest in all subject areas for the ethnic subgroups.
- Although the passing rate for writing in 2010 was excellent at >99%, the commended rate dropped slightly to 27%.
- The Hispanic subgroup was low for grades 3-5 TAKS M tests overall, at 50%, as well as Economically Disadvantaged, at 64% for TAKS M.

Summary of Needs

- Since our overall taks scores are in the exemplary range, and over 90% for subgroups, we could work to increase our commended rates in all subject areas; and specifically for African American subgroups, and in writing.
- We need to increase our passing rate for TAKS M tests; specifically the Hispanic subgroup, and economically disadvantaged.

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Café teacher feedback results
- Student Council Bullying Survey
- School Walkthrough Data

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

Findings/Analysis

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

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

Strengths

- Positive climate for both students and staff
- Reward systems
- Student/staff recognition
- Social oppurtunities for students and staff
- A variety of extracurricular activities

Needs

- student expressed a need for more teachers patrolling to watch out for bullying
- there is a need for extra-curricular activities geared toward the younger grades
- there is a need for extra-curricular activities geared toward students that are academically challenged to give them a more positive view of school.

Summary of Needs

- Students expressed a need for more teachers patrolling to watch out for bullying.
- There is a need for extra-curricular activities geared toward the younger grades.
- There is a need for extra-curricular activities geared toward students that are academically challenged to give them a more positive view of school.

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- certification requirements
- AEIS Report from TEA
- Coursework/professional development
- District guidelines

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

Findings/Analysis

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

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

Strengths

- Instructional Coaching (IST)
- Bachelor Degrees / Some Masters
- Professional development hours
- First Year Teacher Academy
- On-campus Mentor Teacher

Needs

- Extend IST's for years 1-3
- Pair 1-3 year teachers with mentor
- More collaboration amongst teams;sharing of ideas
- Team/Campus building activities

Summary of Needs

- Extend IST and Mentor teacher relationships for new teachers years 1-3
- More classroom management support for newer teachers/problem students and SAC
- More collaboration amongst teams by sharing of ideas
- Team/Campus building activities

Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Lesson Plans
- Eduphoria - scope and sequence
- DI2 (staff development) resources
- SIOP book (staff development)
- Vertical Team feedback sheets
- Assessment Documents - grade level

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

Findings/Analysis

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

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

Strengths

- Engaging all learners
- EXPO
- STAR - remedial programs
- Math interventionist

Needs

- More resources for DI instruction
- More time for discussion/planning
- Enrichment resources for exploration
- Grade level rubrics for collaboration

Summary of Needs

- More resources for DI - books, actual lessons, activities
- More enrichment resources for exploration
- Time for creation of grade level rubrics (collaboration)
- Additional structured time for discussion/planning

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Parent Volunteer Information
- PTA calendar of events and activities
- PTA board feedback - email and phonecalls
- DISD 2010 - 2011 Support Programs book from Larry Mankoff

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

Findings/Analysis

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

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

Strengths

- PTA membership
- using technology to distribute information and opportunities to parents through website, email, and folders online
- involving college student volunteers from the community to assist in big events such as hoedown and sock hop
- Lots of good support programs available in the community - including counseling support for students and their families, as well as our staff.
- 10,657 volunteer hours documented so far this year
- involving parents as well as grandparents in school activities

Needs

- majority of work done by same few volunteers, so reaching out to involve more parents to spread out the workload would be helpful
- reaching kindergarten parents to get them involved at an earlier time
- Find a way of making sure everyone knows about support programs and how to access them.

Summary of Needs

- Reaching out to involve more parents in the work that should be done instead of relying on the same small group of volunteers that seem to do the bulk of the work now.
- Reaching out to involve kindergarten parents sooner - like at K roundup.

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- School committee minutes
- Staff surveys
- Master schedule
- PLC artifacts from each grade level
- Schedule for tutoring

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

Findings/Analysis

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

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

Strengths

- CLT meetings
- Team leader meetings
- PLC grade level meetings
- PLC school wide meetings
- school intervention programs
- TAKS tutor for grades 3-5

Needs

- provide staff immediate updates on CLT decisions
- Change of schedule for data PLC mtgs.
- Vertical teams need to meet more often

Summary of Needs

- More staff surveys throughout the school year
- Provide staff immediate updates of CLT decisions. Staff is provided information but it needs to be sooner.
- More vertical team meetings
- More time to have grade level data PLC meetings (power PLC meetings)
- New PLC form to be used for the power PLC meetings.

Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Equipment Inventory
- STaR Chart
- Eduphoria - Workshop

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

Findings/Analysis

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

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

Strengths

- Each teacher has a teacher computer unit.
- Each classroom has a LCD projector and document camera.
- McNair has two computer labs with 30 computers each for student use.
- Teachers reported the state of technology use is at an advanced level at McNair.
- Several technolgoy staff developments are offered both on and off campus.

Needs

- Additional digital cameras and flip cameras for classroom use.
- Aging computers are in need of repair or upgrading.
- Repair of aging computers is slower than needed.
- Higher attendance at technology staff developments.

Summary of Needs

- Additional digital cameras and flip cameras for classroom use.
- Aging computers are in need of repair or upgrading.
- Repair of aging computers is slower than needed.
- Higher attendance at technology staff developments.
- Teachers need to take advantage of technology classes offered.

Comprehensive Needs Assessment Summary of Priority Needs
McNair Elementary

Demographics:
Resolve discrepancies in data bases, especially the at-risk category
Monitor/reduce male at-risk numbers with early interventions
Monitor/reduce male spec ed numbers with early interventions
Monitor/increase black and Hispanic EXPO percentages through screenings

School Culture and Climate:
Students expressed a need for more teachers patrolling to watch out for bullying.
There is a need for extra-curricular activities geared toward the younger grades.
There is a need for extra-curricular activities geared toward students that are academically challenged to give them a more positive view of school.

Curriculum, Instruction and Assessment:
More resources for DI - books, actual lessons, activities
More enrichment resources for exploration
Time for creation of grade level rubrics (collaboration)
Additional structured time for discussion/planning

School Content and Organization:
More staff surveys throughout the school year
Provide staff immediate updates of CLT decisions. Staff is provided information but it needs to be sooner.
More vertical team meetings
More time to have grade level data PLC meetings (power PLC meetings)
New PLC form to be used for the power PLC meetings.

Student Achievement:
Since our overall taks scores are in the exemplary range, and over 90% for subgroups, we could work to increase our commended rates in all subject areas; and specifically for African American subgroups, and in writing.
We need to increase our passing rate for TAKS M tests; specifically the Hispanic subgroup, and economically disadvantaged.

Teacher Quality:
Extend IST and Mentor teacher relationships for new teachers years 1-3
More classroom management support for newer teachers/problem students and SAC
More collaboration amongst teams by sharing of ideas
Team/Campus building activities

Family and Community Involvement:
Reaching out to involve more parents in the work that should be done instead of relying on the same small group of volunteers that seem to do the bulk of the work now.
Reaching out to involve kindergarten parents sooner - like at K roundup.

Technology:
Additional digital cameras and flip cameras for classroom use.
Aging computers are in need of repair or upgrading.
Repair of aging computers is slower than needed.
Higher attendance at technology staff developments.
Teachers need to take advantage of technology classes offered.

Board Summary
Campus Improvement Plans
2011-12

McNair Elementary School

Wildy Important Goals for 2011-12
WIG 1: Professional Learning Communities at McNair Elementary will move from the Developing stage to the sustaining stage by June 2012 in the PLC model as measured by the PLC model staff survey results .
WIG 2: 90% of students will successfully meet CHAMPS expectations in common areas by May 2012.
WIG 3: By May 2012, 100% of students will be involved in developing and assessing progress towards one specific learning target per six weeks.

Campus Improvement Plan
McNair Elementary School

WIG 1

Professional Learning Communities at McNair Elementary will move from the Developing stage to the sustaining stage by June 2012 in the PLC model as measured by the PLC model staff survey results .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Each PLC team will create and implement team Norms. **Person(s) Responsible:** All staff **Completion Date:** Aug-May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus Administration	[ ]	[ ]		PLC Norms sheet	PLC Norms sheet Campus Admin. being involved in meetings Surveys on Norms	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
PLC Vertical teams in core subjects (math, language arts, reading, science, social studies) to meet twice during the school year. **Person(s) Responsible:** Campus Administration Classroom Teachers **Completion Date:** Aug-May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff Development PLC Forms	[ ]	[ ]		Vertical Team Meetings	Student Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
PLC grade level teams to meet a minimum of once a week. **Person(s) Responsible:** Campus Administration Classroom Teachers **Completion Date:** Aug-June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus Leadership Grade level teachers	[ ]	[ ]		PLC Grade level meeting results	Classroom observations Student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Power PLC teams to meet once every 2-4 weeks to analyze data, identify teaching targets, and create common assessments. **Person(s) Responsible:** Campus Administration Classroom Teachers Support area Teachers **Completion Date:** September - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus Leadership Grade level teachers	[ ]	[ ]		PLC data meeting results	Student Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
PLC data feedback sheet used for documentation of meetings as well as a communication tool with administration. **Person(s) Responsible:** Campus Administration Classroom Teachers Support area Teachers **Completion Date:** Aug-May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus Leadership PLC forms	[ ]	[ ]		PLC data meetings	PLC data forms Student assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide daily intervention and enrichment (Exploration time) for grade levels with the assistance of specials teachers, special education staff, and support staff. **Person(s) Responsible:** Campus Admin, Classroom Teachers, support teachers **Completion Date:** Oct - May M-Th 2:10-2:45 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus Leadership, Classroom Teachers, support teachers, Math interventionist (0.5) Literacy groups (0.5) Reading interventionist (0.5) $89,215	[ ]	[X]	1.5	Lesson Plans	Classroom observations Student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
One staff meeting per month will be used for PLC collaboration. **Person(s) Responsible:** Campus Administration Teaching staff **Completion Date:** Sept - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus Leadership	[ ]	[ ]		PLC meetings	PLC feedback forms Surveys	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Sharing student and teacher successes. **Person(s) Responsible:** Campus Admin, Classroom Teachers **Completion Date:** Sept-May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus Leadership	[ ]	[ ]		Teacher input at faculty meetings Morning announcement Spirit assemblies Outstanding student lunches on stage Bulletin board announcements	Teacher input at faculty meetings Morning announcements Spirit assemblies Oustanding student lunches on stage Bulletin board announcements	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Staff will participate in at least two surveys to determine our PLC proficiency level. **Person(s) Responsible:** All Staff **Completion Date:** Sept - May **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	PLC surveys Campus Leadership Team	[ ]	[ ]		PLC surveys	Results from Surveys	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
McNair Elementary School

WIG 2

90% of students will successfully meet CHAMPS expectations in common areas by May 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff development on August 12, 2011. **Person(s) Responsible:** School Staff **Completion Date:** August - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	CHAMPS leadership team CHAMPS books	[ ]	[ ]		Staff development	Observations	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Create CHAMPS posters and place in common areas. **Person(s) Responsible:** School Staff **Completion Date:** August **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	CHAMPS leadership team	[ ]	[ ]		Posters in common areas	Student observations in common areas	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use grid sheet to show McNair common areas expectations for CHAMPS. **Person(s) Responsible:** School staff **Completion Date:** August **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Administration team	[ ]	[ ]		Grid sheet on shared drive	Student observations in common areas Staff teaching students the expectations in common areas	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
CHAMPS team to meet once every six weeks to review progress. **Person(s) Responsible:** CHAMPS leadership team **Completion Date:** August - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	CHAMPS leadership team	[ ]	[ ]		CHAMPS team meeting minutes and feedback sheet	On-going staff development and information shared to staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Each homeroom teacher will show the common areas expectation videos. **Person(s) Responsible:** Classroom teachers **Completion Date:** August - October **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Classroom teachers	[ ]	[ ]		Student observations in common areas Teacher lesson plans	Student observations in common areas	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Create a CHAMPS expectation video for our campus. **Person(s) Responsible:** McNair newcast team **Completion Date:** September - November **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	CHAMPS leadership team McNair newscast team	[ ]	[ ]		CHAMPS expectations video	Student observations in common areas	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Complete two staff CHAMPS surveys. **Person(s) Responsible:** CHAMPS leadership team School staff **Completion Date:** December - May **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	CHAMPS leadership team	[ ]	[ ]		Staff surveys	Teacher survey results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Complete one grade level appropriate CHAMPS student survey. **Person(s) Responsible:** CHAMPS leadership team Classroom teachers **Completion Date:** May **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	CHAMPS leadership team	[ ]	[ ]		CHAMPS student surveys	Student survey results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
McNair Elementary School

WIG 3

By May 2012, 100% of students will be involved in developing and assessing progress towards one specific learning target per six weeks.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Staff will participate in the Seven Strategies of Assessment for Learning book study. **Person(s) Responsible:** Campus Leadership Team Classroom teachers **Completion Date:** September - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus Leadership Team Seven Strategies of Assessment for Learning books	[ ]	[ ]		Book study planning	Teaching staff book study results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide students with a clear and understandable vision of the learning target. **Person(s) Responsible:** Classroom teachers **Completion Date:** September - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus Leadership Team Classroom teachers TEKS	[ ]	[ ]		Classroom teacher lesson plans	Selected students' learning targets	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Offer regular descriptive feedback by selecting feedback options suited to students' grade level and kind of learning to be addressed. **Person(s) Responsible:** Classroom teachers **Completion Date:** September - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus Leadership Team Classroom teachers Seven Strategies of Assessment for Learning book	[ ]	[ ]		Feeback option sheets from Seven Strategies of Assessment for Learning book	Student feedback sheets	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Design lessons to focus on learning targets and clearly communicate targets to students. **Person(s) Responsible:** Classroom teachers **Completion Date:** September - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus Leadership Team Classroom teachers TEKS	[ ]	[ ]		Classroom teachers lesson plans Use of examples of strong and weak work.	Student observations Student work samples	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teach students to self assess and let them keep track and share their progress **Person(s) Responsible:** Classroom teachers **Completion Date:** September - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus Leadership Team Classroom teachers	[ ]	[ ]		Classroom teacher lesson plans Student feedback sheets	Student feedback sheet results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will share results of students' district benchmark/assessment scores and plan of action with parents. **Person(s) Responsible:** Classroom teachers **Completion Date:** September - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District benchmarks and assessments	[ ]	[ ]		Teacher self-report	Individual student progress results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
McNair Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Nicole Poole
2) Classroom Teacher	Tammy Allen
3) Classroom Teacher	Cindy Greer
4) Classroom Teacher	Jill Ivester
5) Classroom Teacher	Alicia McLain
6) Classroom Teacher	Larissa Krueger
7) Campus-based Nonteaching Professional	Noel Hill
8) Campus-based Paraprofessional and Operations Staff	Gary Caudle
9) District-level Professional	Dennis Stephens
10) Parent	Decole Cody
11) Parent	
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	Aug. 29, 2011	3:20 pm	Library
2	Sept. 26, 2011	3:20 pm	Library
3	Oct. 24, 2011	3:20 pm	Library
4	Nov. 28, 2011	3:20 pm	Library
5	Jan 23, 2012	3:20 pm	Library
6	Feb 27, 2012	3:20 pm	Library
7	Mar 26, 2012	3:20 pm	Library
8	April 23, 2012	3:20 pm	Library
9	May 29, 2012	3:20 pm	Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: NELSON EL

Campus #: 061901121

2011 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Science

Comparable Improvement: Reading & Mathematics

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	95%	97%	94%	96%	98%	*	*	*	*	> 99%	93%	85%
	2010	92%	97%	97%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%
Mathematics	2011	88%	93%	93%	91%	88%	84%	95%	*	*	*	*	91%	85%	62%
	2010	87%	93%	93%	98%	> 99%	> 99%	98%	*	*	*	*	> 99%	> 99%	> 99%
All Tests	2011	83%	91%	89%	90%	82%	84%	95%	*	*	*	*	91%	83%	62%
	2010	84%	92%	91%	98%	> 99%	> 99%	98%	*	*	*	*	> 99%	> 99%	> 99%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	92%	96%	> 99%	92%	98%	*	*	*	*	> 99%	94%	71%
	2010	86%	91%	94%	88%	87%	81%	91%	*	*	*	*	78%	93%	50%
Mathematics	2011	89%	94%	95%	95%	> 99%	92%	96%	*	*	*	*	> 99%	90%	71%
	2010	89%	92%	93%	93%	93%	86%	96%	*	*	*	*	89%	90%	75%
Writing	2011	91%	94%	95%	98%	> 99%	> 99%	96%	*	*	*	*	> 99%	> 99%	> 99%
	2010	92%	93%	94%	91%	93%	76%	96%	*	*	*	*	89%	85%	63%
All Tests	2011	78%	86%	86%	90%	> 99%	88%	89%	*	*	*	*	> 99%	87%	57%
	2010	78%	83%	84%	78%	73%	62%	85%	*	*	*	*	78%	75%	38%
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	95%	96%	> 99%	86%	> 99%	*	*	*	*	88%	93%	50%
	2010	86%	91%	95%	89%	85%	85%	94%	*	*	*	*	86%	81%	50%
Mathematics	2011	86%	92%	94%	95%	92%	95%	95%	*	*	*	*	75%	93%	83%
	2010	86%	92%	95%	93%	92%	85%	> 99%	*	*	*	*	> 99%	90%	83%
Science	2011	86%	92%	94%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%
	2010	87%	90%	94%	93%	92%	85%	> 99%	*	*	*	*	> 99%	90%	67%
All Tests	2011	76%	85%	86%	92%	92%	86%	95%	*	*	*	*	75%	89%	50%
	2010	75%	82%	89%	85%	77%	78%	94%	*	*	*	*	86%	74%	50%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	94%	97%	98%	93%	99%	> 99%	> 99%	*	*	96%	93%	77%
	2010	90%	93%	95%	95%	95%	91%	97%	*	n/a	n/a	n/a	91%	95%	76%
Mathematics	2011	84%	88%	95%	95%	95%	92%	97%	> 99%	> 99%	*	*	96%	91%	73%
	2010	84%	88%	94%	96%	97%	94%	98%	*	n/a	n/a	n/a	96%	95%	92%
Writing	2011	92%	94%	95%	98%	> 99%	> 99%	96%	*	*	*	*	> 99%	> 99%	> 99%
	2010	93%	95%	94%	91%	93%	76%	96%	*	n/a	n/a	n/a	89%	85%	63%
Science	2011	83%	84%	94%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%
	2010	82%	86%	94%	93%	92%	85%	> 99%	*	n/a	n/a	n/a	> 99%	90%	67%
All Tests	2011	76%	81%	90%	92%	93%	87%	94%	> 99%	> 99%	*	*	92%	87%	62%
	2010	76%	81%	89%	89%	87%	83%	94%	*	n/a	n/a	n/a	91%	87%	72%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	48%	54%	46%	38%	63%	80%	80%	*	*	12%	47%	23%
	2010	32%	38%	45%	43%	45%	32%	47%	*	*	*	*	35%	37%	28%
Mathematics	2011	29%	32%	46%	44%	32%	28%	54%	40%	80%	*	*	15%	39%	15%
	2010	28%	31%	44%	39%	29%	35%	43%	*	*	*	*	35%	36%	12%
Writing	2011	31%	39%	35%	52%	64%	39%	56%	*	*	*	*	43%	47%	14%
	2010	32%	36%	29%	19%	7%	19%	23%	*	*	*	*	11%	13%	< 1%
Science	2011	30%	33%	57%	57%	31%	55%	63%	*	*	*	*	13%	61%	17%
	2010	28%	30%	56%	36%	23%	26%	52%	*	*	*	*	< 1%	26%	< 1%
All Tests	2011	16%	19%	26%	32%	22%	21%	38%	40%	60%	*	*	8%	29%	15%
	2010	15%	17%	25%	19%	13%	16%	23%	*	*	*	*	13%	16%	12%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
	2010	85%	88%	93%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
Mathematics	2011	77%	83%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	> 99%	*
	2010	75%	79%	91%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
Writing	2011	80%	88%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Science	2011	60%	60%	64%	*	*	*	*	*	*	*	*	*	*	*
	2010	58%	58%	67%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	87%	> 99%	*	*	*	*	*	*	*	> 99%	> 99%	*
	2010	64%	69%	82%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
All Tests	2010	93%	96%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	-	*	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	93.7%	93.5%	90.7%	92.0%	94.6%	100.0%	100.0%	-	*	37.9%	91.4%	89.3%
Not on TAKS	7.6%	7.6%	5.7%	6.5%	9.3%	8.0%	5.4%	0.0%	0.0%	-	*	62.1%	8.6%	10.7%
TAKS(Acc) Only	2.4%	2.1%	1.5%	1.4%	4.7%	1.3%	0.7%	0.0%	0.0%	-	*	13.8%	1.9%	3.6%
TAKS-M Only	3.1%	3.4%	2.1%	1.8%	2.3%	2.7%	1.4%	0.0%	0.0%	-	*	17.2%	2.9%	3.6%
TAKS-Alt Only	0.9%	0.7%	0.6%	1.8%	0.0%	1.3%	2.7%	0.0%	0.0%	-	*	17.2%	1.0%	3.6%
Combination	1.3%	1.4%	1.1%	1.4%	2.3%	2.7%	0.7%	0.0%	0.0%	-	*	13.8%	2.9%	0.0%
By Acct Status														
Acct System	94.0%	95.7%	95.2%	95.7%	95.3%	94.7%	96.6%	100.0%	83.3%	-	*	89.7%	95.2%	92.9%
Non-Acct System	4.6%	3.5%	4.6%	4.3%	4.7%	5.3%	3.4%	0.0%	16.7%	-	*	10.3%	4.8%	7.1%
Mobile	4.6%	3.5%	4.6%	4.3%	4.7%	5.3%	3.4%	0.0%	16.7%	-	*	10.3%	4.8%	7.1%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	286	278	43	75	148	5	6	0	1	29	105	28
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.5%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	93.6%	93.5%	94.7%	93.0%	93.1%	*	*	-	-	30.4%	93.1%	88.5%
Not on TAKS	7.8%	7.7%	5.5%	6.5%	5.3%	7.0%	6.9%	*	*	-	-	69.6%	6.9%	11.5%
TAKS(Acc) Only	2.3%	1.8%	1.3%	1.2%	0.0%	2.8%	0.8%	*	*	-	-	13.0%	2.9%	7.7%
TAKS-M Only	3.3%	3.8%	2.1%	2.4%	2.6%	1.4%	3.1%	*	*	-	-	26.1%	2.0%	0.0%
TAKS-Alt Only	0.8%	0.7%	0.8%	1.6%	0.0%	1.4%	2.3%	*	*	-	-	17.4%	1.0%	3.8%
Combination	1.3%	1.3%	1.1%	1.2%	2.6%	1.4%	0.8%	*	*	-	-	13.0%	1.0%	0.0%
By Acct Status														
Acct System	90.0%	91.0%	92.1%	93.9%	97.4%	94.4%	92.4%	*	*	-	-	56.5%	96.1%	92.3%
Non-Acct System	8.6%	8.1%	7.6%	6.1%	2.6%	5.6%	7.6%	*	*	-	-	43.5%	3.9%	7.7%
Mobile	4.4%	3.6%	4.2%	2.0%	0.0%	2.8%	2.3%	*	*	-	-	0.0%	1.0%	3.8%
Non-Acct Test	4.2%	4.5%	3.2%	4.0%	2.6%	2.8%	5.3%	*	*	-	-	43.5%	2.9%	3.8%
Not Tested	1.4%	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	319	247	38	71	131	4	3	0	0	23	102	26

District Name: DENTON ISD
Campus Name: NELSON EL
Campus #: 061901121

Total Students: 574
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	61%	60%	*	20%	*	*	*	*	*	*	*	20%
	2010	50%	53%	62%	55%	*	50%	*	*	*	*	*	*	50%	40%
Mathematics	2011	42%	43%	60%	50%	*	*	*	*	*	*	*	*	*	*
	2010	45%	52%	64%	71%	*	50%	*	*	*	*	*	83%	56%	67%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	104	123	*	100	*	*	*	*	*	*	*	100
	2010	86	90	121	102	*	92	*	*	*	*	*	*	82	80
Mathematics	2011	64	66	84	93	*	*	*	*	*	*	*	*	*	*
	2010	70	77	107	104	*	82	*	*	*	*	*	*	89	90
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	5%	4%	< 1%	14%	< 1%	*	*	*	*	13%	7%	50%
	2010	15%	10%	5%	11%	15%	15%	6%	*	*	*	*	14%	19%	50%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	98%	97%	> 99%	91%	> 99%	*	*	*	*	88%	93%	67%
	2010	92%	96%	98%	97%	> 99%	93%	> 99%	*	*	*	*	> 99%	94%	67%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	6%	5%	8%	5%	5%	*	*	*	*	25%	7%	17%
	2010	14%	9%	5%	7%	8%	15%	< 1%	*	*	*	*	< 1%	10%	17%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	98%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%
	2010	92%	95%	98%	99%	> 99%	96%	> 99%	*	*	*	*	> 99%	97%	> 99%
English Language Learners Progress Indicator															
2010-11		80%	86%	95%	90%	*	91%	*	*	*	*	*	*	88%	84%
2009-10		79%	85%	94%	89%	*	89%	*	*	*	*	*	*	90%	83%
Attendance Rate @															
2009-10		95.5%	95.9%	96.7%	96.7%	97.6%	96.6%	96.5%	97.1%	97.6%	-	*	96.6%	96.4%	96.6%
2008-09		95.6%	95.9%	96.9%	97.2%	97.9%	97.4%	96.9%	*	n/a	n/a	n/a	96.6%	97.3%	97.7%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		574	100.0%	24,979	23,832	4,912,385
Students By Grade:	Early Childhood Education	2	0.3%	0.4%	0.4%	0.3%
	Pre-Kindergarten	1	0.2%	1.9%	3.0%	4.5%
	Kindergarten	91	15.9%	15.7%	8.5%	7.6%
	Grade 1	100	17.4%	16.2%	8.5%	7.9%
	Grade 2	105	18.3%	15.5%	8.8%	7.7%
	Grade 3	107	18.6%	16.0%	8.5%	7.6%
	Grade 4	86	15.0%	18.2%	7.9%	7.6%
	Grade 5	82	14.3%	14.8%	7.9%	7.6%
	Grade 6	0	0.0%	1.2%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.0%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	80	13.9%	10.1%	11.6%	12.9%
	Hispanic	151	26.3%	24.8%	30.8%	50.3%
	White	316	55.1%	55.2%	52.9%	31.2%
	Native American	6	1.0%	0.6%	0.9%	0.5%
	Asian	18	3.1%	6.2%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.2%	0.1%	0.1%
	Two or More Races	3	0.5%	3.0%	1.2%	1.6%
Economically Disadvantaged		193	33.6%	29.2%	41.5%	59.2%
Limited English Proficient (LEP)		52	9.1%	8.4%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		1	0.2%	0.1%	1.3%	1.9%
At-Risk		209	36.4%	25.3%	35.1%	46.3%
Mobility (2009-10)		30	6.2%	10.9%	17.1%	18.2%
Number of Students per Teacher		14.0	n/a	15.8	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	3.5%	2.6%	2.1%	2.3%	20.0%	10.2%	14.3%	10.7%
Grade 1	5.3%	2.7%	1.5%	4.7%	21.4%	6.3%	8.5%	8.9%
Grade 2	0.0%	1.0%	0.8%	2.8%	0.0%	1.8%	3.8%	4.1%
Grade 3	0.0%	0.7%	1.1%	2.0%	0.0%	1.6%	1.4%	1.8%
Grade 4	0.0%	0.4%	0.1%	1.1%	0.0%	0.7%	0.4%	0.9%
Grade 5	0.0%	1.0%	0.4%	1.3%	0.0%	0.7%	2.0%	1.3%
Grade 6	-	0.0%	0.1%	0.7%	-	0.0%	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	18.2	20.0	18.8	19.0
	Grade 1	19.0	19.5	18.9	18.9
	Grade 2	16.9	19.3	18.8	18.8
	Grade 3	20.0	19.0	19.1	18.8
	Grade 4	20.0	19.3	20.3	19.0
	Grade 5	23.4	22.3	21.9	21.4
	Grade 6	-	19.4	20.9	20.7
	Mixed Grades	7.5	21.2	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	56.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	48.8	86.7%	88.0%	72.3%	63.4%
Teachers	40.9	72.8%	76.3%	56.2%	50.5%
Professional Support	5.8	10.3%	7.8%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	3.6%	4.0%	2.7%	2.8%
Educational Aides:	7.5	13.3%	12.0%	7.9%	9.5%
Total Minority Staff:	8.5	15.1%	12.6%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	2.0	4.9%	2.8%	6.5%	9.3%
Hispanic	4.0	9.8%	7.6%	11.7%	23.7%
White	33.9	82.9%	87.5%	78.4%	63.9%
American Indian	0.0	0.0%	0.4%	0.8%	0.4%
Asian	0.0	0.0%	0.6%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	1.0	2.4%	1.1%	2.1%	1.3%
Males	3.0	7.3%	4.6%	24.0%	23.2%
Females	37.9	92.7%	95.4%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	2.4%	4.3%	4.8%	6.0%
1-5 Years Experience	18.1	44.3%	29.9%	31.8%	30.0%
6-10 Years Experience	11.0	26.9%	22.9%	22.7%	21.1%
11-20 Years Experience	5.8	14.2%	28.3%	25.5%	25.0%
0ver 20 Years Experience	5.0	12.2%	14.6%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	8.2 yrs.	11.1 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	4.2 yrs.	7.4 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,600	$42,299	$45,521	$41,272
1-5 Years Experience	$46,862	$44,364	$47,448	$44,013
6-10 Years Experience	$47,795	$46,309	$48,287	$46,604
11-20 Years Experience	$51,634	$49,859	$51,852	$50,476
Over 20 Years Experience	$61,210	$57,286	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$49,535	$48,169	$51,120	$48,638
Professional Support	$55,385	$52,342	$55,177	$57,045
Campus Administration (School Leadership)	$69,458	$69,965	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	3.2	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$3,815,761	100.0%	$6,683	$4,014,381	100.0%	$7,030	$132,905,481	100.0%	$5,742
Instruction (11,95)	$2,897,003	75.9%	$5,074	$2,909,384	72.5%	$5,095	$99,626,764	75.0%	$4,304
Instructional-Related Services (12,13)	$143,913	3.8%	$252	$145,240	3.6%	$254	$4,781,434	3.6%	$207
Instructional Leadership (21)	$44,585	1.2%	$78	$44,585	1.1%	$78	$1,598,554	1.2%	$69
School Leadership (23)	$223,144	5.8%	$391	$223,332	5.6%	$391	$9,365,308	7.0%	$405
Support Services-Student (31,32,33)	$229,162	6.0%	$401	$238,637	5.9%	$418	$6,288,037	4.7%	$272
Other Campus Costs (35,36,51,52,53)	$277,954	7.3%	$487	$453,203	11.3%	$794	$11,245,384	8.5%	$486
By Program:									
Total Operating Expenditures	$3,537,807	100.0%	$6,196	$3,549,336	100.0%	$6,216	$120,574,694	100.0%	$5,209
Bilingual/ESL Education (25)	$82,056	2.3%	$144	$82,056	2.3%	$144	$4,361,298	3.6%	$188
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$4,423	0.0%	$0
Accelerated Education (24,30)	$106,640	3.0%	$187	$107,530	3.0%	$188	$6,521,404	5.4%	$282
Gifted & Talented Education (21)	$66,009	1.9%	$116	$66,009	1.9%	$116	$1,517,098	1.3%	$66
Regular Education (11)	$2,706,045	76.5%	$4,739	$2,706,045	76.2%	$4,739	$90,980,434	75.5%	$3,930
Special Education (23)	$577,057	16.3%	$1,011	$587,696	16.6%	$1,029	$17,190,037	14.3%	$743
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	48	8.4%	8.7%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	39	6.8%	6.6%	8.7%	7.7%
Special Education	60	10.5%	7.8%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	1.0	2.4%	1.9%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.2%	3.6%	4.0%
Compensatory Education	1.5	3.6%	2.6%	5.0%	2.9%
Gifted & Talented Education	0.8	2.0%	0.8%	1.7%	1.9%
Regular Education	33.5	81.9%	87.7%	68.0%	73.4%
Special Education	4.1	10.1%	6.9%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Econ	% Hispanic	% Afr_Amer	% LEP	% Mobility	
001908101		WESTWOOD EL	WESTWOOD ISD	55.4	64.1	19.5	19.5	4.9	17.1	
008901102		O'BRYANT INT	BELLVILLE ISD	55.9	45.3	28.6	12.2	9.0	11.6	
020905107		ELISABET NEY EL	BRAZOSPORT ISD	56.1	53.8	32.8	7.2	2.3	12.3	
020908102		C J HARRIS EL	PEARLAND ISD	55.3	27.1	23.8	13.2	5.8	12.0	
043902101		JOE K BRYANT EL	ANNA ISD	56.1	43.3	26.2	9.9	11.3	13.7	
043905130		SONNTAG EL	FRISCO ISD	55.4	15.7	16.4	17.6	4.5	9.2	**
043907121		GARY AND BOBBYE JACK MIN	MCKINNEY ISD	55.7	23.8	15.8	17.3	6.4	7.9	
043907123		JESSE MCGOWEN EL	MCKINNEY ISD	56.5	16.7	19.4	12.6	6.2	9.1	
043910125		HEDGCOXE EL	PLANO ISD	55.2	12.4	16.4	5.5	9.6	7.6	
046902121		JOHNSON RANCH EL	COMAL ISD	55.2	13.6	35.5	3.0	4.2	10.0	
057909144		KEELEY EL	GARLAND ISD	54.6	24.6	24.6	10.8	13.6	6.5	
061901121	>	NELSON EL	DENTON ISD	55.1	33.6	26.3	13.9	9.1	6.2	
061901125		CROSS OAKS EL	DENTON ISD	56.2	42.3	22.5	17.9	5.7	17.1	**
061902124		PARKWAY EL	LEWISVILLE ISD	55.6	27.7	28.8	5.8	8.5	10.4	
061902127		VALLEY RIDGE EL	LEWISVILLE ISD	55.0	23.1	23.2	11.1	7.0	9.0	
070911105		SHIELDS EL	RED OAK ISD	54.1	34.1	23.1	18.8	6.7	13.9	
070912110		MARGARET L FELTY EL	WAXAHACHIE ISD	54.1	49.6	24.1	19.8	2.7	12.4	
079901110		HUGGINS EL	LAMAR CISD	56.1	26.1	27.6	13.4	9.4	10.9	
092902107		KILGORE INT	KILGORE ISD	55.5	59.2	21.7	18.3	16.1	12.3	
101907115		MOORE ELEMENTARY	CYPRESS-FAIRBANKS ISD	55.6	22.9	20.3	7.2	6.1	13.7	
101907149		WARNER ELEMENTARY SCHOOL	CYPRESS-FAIRBANKS ISD	55.6	8.6	21.5	8.4	5.7	7.2	
101912251		TWAIN EL	HOUSTON ISD	53.8	16.0	21.8	6.3	14.5	9.5	
101913121		EAGLE SPRINGS EL	HUMBLE ISD	55.6	15.9	24.7	12.5	5.4	10.5	
101913126		ATASCOCITA SPRINGS EL	HUMBLE ISD	55.1	17.7	25.5	13.4	9.3	12.8	**
101914122		ODESSA KILPATRICK EL	KATY ISD	55.1	4.3	19.3	4.3	9.9	5.7	
101914132		STANLEY C STANLEY EL	KATY ISD	55.5	4.7	18.6	6.6	9.8	11.9	
129902106		CROSBY ELEMENTARY	FORNEY ISD	55.4	34.1	22.0	18.0	5.1	13.4	
129902108		NELL HILL RHEA ELEMENTAR	FORNEY ISD	53.8	36.0	32.0	11.0	15.9	8.2	
170902129		BIRNHAM WOODS EL	CONROE ISD	54.0	27.6	29.9	9.4	11.9	14.6	
175903101		BOWIE EL	CORSICANA ISD	55.2	53.1	28.0	11.6	14.1	9.8	
199902106		MISS MAY VERNON EL	ROYSE CITY ISD	56.4	37.9	31.6	7.4	16.3	13.8	
220902105		ALLIENE MULLENDORE EL	BIRDVILLE ISD	55.5	67.9	30.4	6.8	13.6	16.2	
220905101		ALICE CARLSON APPLIED LR	FORT WORTH ISD	56.3	16.5	28.2	7.6	4.3	1.5	
220907116		BLUEBONNET EL	KELLER ISD	53.9	29.2	19.2	7.7	11.4	13.0	
220918106		HIGH COUNTRY ELEMENTARY	EAGLE MT-SAGINAW ISD	54.8	29.1	27.9	10.0	5.4	10.4	
221901112		JACKSON EL	ABILENE ISD	55.2	56.2	31.3	7.0	2.0	16.1	
226903105		BOWIE EL	SAN ANGELO ISD	56.3	40.8	34.4	4.4	2.2	18.1	
227901143		PATTON EL	AUSTIN ISD	54.4	27.0	25.4	3.8	13.2	10.4	
241902101		EAST BERNARD EL	EAST BERNARD ISD	54.7	45.5	33.6	10.8	10.3	6.1	
243905118		JEFFERSON EL	WICHITA FALLS ISD	55.2	53.0	24.7	9.9	4.7	13.1	
246906101		HUTTO EL	HUTTO ISD	54.2	40.2	32.8	7.6	3.9	8.9	
		Group Average		55.2	29.2	24.8	10.1	8.4	10.9	

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
WESTWOOD EL	334	653	684	72	30	Q4	332	628	660	57	32	Q4
O'BRYANT INT	216	669	692	74	23	Q4	216	653	700	83	47	Q3
ELISABET NEY EL	82	653	699	159	46	Q2	83	581	683	130	102	Q1
C J HARRIS EL	126	683	675	108	-7	Q4	123	659	707	126	48	Q3
JOE K BRYANT EL	155	646	682	108	35	Q3	154	642	685	74	43	Q3
SONNTAG EL	126	652	706	104	54	Q1	126	634	692	102	58	Q2
GARY AND BOBBYE JACK	161	678	711	80	33	Q3	165	650	703	108	53	Q3
JESSE MCGOWEN EL	197	693	717	89	24	Q4	200	680	719	61	40	Q4
HEDGCOXE EL	148	686	732	121	46	Q2	149	666	724	103	58	Q2
JOHNSON RANCH EL	191	694	723	123	29	Q4	189	664	705	39	41	Q4
KEELEY EL	200	696	720	38	24	Q4	204	678	712	54	34	Q4
> NELSON EL	148	669	718	123	48	Q1	148	636	713	93	77	Q1
CROSS OAKS EL	82	645	682	101	38	Q3	81	617	680	77	63	Q2
PARKWAY EL	149	666	712	112	46	Q2	149	639	681	56	41	Q4
VALLEY RIDGE EL	203	676	721	152	44	Q2	205	644	708	100	64	Q2
SHIELDS EL	110	647	664	81	17	Q4	109	608	686	76	79	Q1
MARGARET L FELTY EL	190	666	712	70	46	Q2	189	651	692	52	40	Q4
HUGGINS EL	141	682	717	104	35	Q3	142	637	684	86	48	Q3
KILGORE INT	489	630	679	90	49	Q1	493	621	642	73	22	Q4
MOORE ELEMENTARY	285	685	730	109	45	Q2	286	675	751	112	76	Q1
WARNER ELEMENTARY SC	381	707	755	149	48	Q1	380	699	755	128	56	Q2
TWAIN EL	193	691	747	229	55	Q1	194	676	747	159	71	Q1
EAGLE SPRINGS EL	175	674	729	128	55	Q1	174	658	727	93	69	Q1
ATASCOCITA SPRINGS E	188	657	713	122	56	Q1	187	638	706	89	68	Q1
ODESSA KILPATRICK EL	353	721	758	-	37	Q3	357	706	762	-	56	Q2
STANLEY C STANLEY EL	293	710	748	208	39	Q2	295	678	741	124	62	Q2
CROSBY ELEMENTARY	133	689	734	139	44	Q2	133	672	714	102	42	Q4
NELL HILL RHEA ELEME	195	696	722	63	26	Q4	195	681	720	60	39	Q4
BIRNHAM WOODS EL	145	657	684	87	27	Q4	143	610	681	79	71	Q1
BOWIE EL	221	668	705	110	37	Q3	225	651	712	84	61	Q2
MISS MAY VERNON EL	85	632	683	78	51	Q1	85	610	694	129	84	Q1
ALLIENE MULLENDORE E	107	649	696	103	47	Q1	107	600	660	81	60	Q2
ALICE CARLSON APPLIE	124	689	726	176	37	Q3	125	643	692	81	49	Q3
BLUEBONNET EL	119	650	678	76	28	Q4	118	613	674	104	60	Q2
HIGH COUNTRY ELEMENT	237	659	702	109	43	Q2	238	630	683	74	53	Q3
JACKSON EL	166	660	697	94	38	Q3	165	648	689	102	41	Q4
BOWIE EL	129	656	697	90	41	Q2	129	621	669	67	48	Q3
PATTON EL	214	690	721	79	31	Q3	212	659	732	120	73	Q1
EAST BERNARD EL	69	614	675	135	61	Q1	69	618	704	128	86	Q1
JEFFERSON EL	161	667	704	61	36	Q3	159	646	698	79	52	Q3
HUTTO EL	184	613	668	97	55	Q1	187	601	648	69	47	Q3
Group Average	182	672	711	97	39	--	182	650	703	83	53	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
L.A. Nelson Elementary School 2011-2012

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

L.A. Nelson Elementary School 2011-2012's Mission Statement

The Mission of L.A. Nelson Elementary is facilitate a respectful, enriching educational environment while developing, encouraging, and empowering students to be successful in their life endevors.

Board Goals

Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

L.A. Nelson Elementary School 2011-2012 Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	80	100	69	105	97	55		
3	AA	10	100	80	17	94	47		
3	Hispanic	20	100	55	25	96	32		
3	White	47	100	72	56	98	66		
3	Eco. Dis.	29	100	69	39	92	49		
3	SPED	4			8	100	0		
3	LEP C	11	100	64	14	86	36		
3	LEP M1								
3	LEP M2								
4	All	82	88	32	83	96	60		
4	AA	14	86	29	12	100	50		
4	Hispanic	21	81	29	24	92	46		
4	White	44	91	34	45	98	71		
4	Eco. Dis.	38	92	24	33	94	52		
4	SPED	4			4				
4	LEP C	8	50	0	7	71	14		
4	LEP M1								
4	LEP M2								
5	All	73	97	29	77	97	49		
5	AA	13	100	31	13	100	38		
5	Hispanic	27	93	19	21	90	43		
5	White	32	100	34	40	100	55		
5	Eco. Dis.	31	94	26	28	93	46		
5	SPED	4			4				
5	LEP C	6	67	0	5	60	20		
5	LEP M1								
5	LEP M2								

L.A. Nelson Elementary School 2011-2012 Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	81	90	19	82	98	52		
4	AA	13	92	0	12	100	67		
4	Hispanic	21	76	19	24	100	42		
4	White	44	95	25	44	95	55		
4	Eco. Dis.	38	84	13	33	100	52		
4	SPED	3			5	100	20		
4	LEP C	8	63	0	7	100	14		
4	LEP M1								
4	LEP M2								

L.A. Nelson Elementary School 2011-2012 Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	81	98	35	103	91	35		
3	AA	10	100	40	16	88	19		
3	Hispanic	21	100	29	24	83	21		
3	White	47	98	36	56	95	45		
3	Eco. Dis.	30	100	37	37	84	32		
3	SPED	5	100	60	6	83	0		
3	LEP C	11	100	27	14	64	36		
3	LEP M1								
3	LEP M2								
4	All	81	93	42	84	95	60		
4	AA	13	92	31	12	100	58		
4	Hispanic	21	86	33	25	92	40		
4	White	44	95	48	45	96	71		
4	Eco. Dis.	38	89	37	34	91	59		
4	SPED	3			5	100	40		
4	LEP C	8	75	8	7	71	0		
4	LEP M1								
4	LEP M2								
5	All	72	99	38	79	97	42		
5	AA	13	100	15	13	100	31		
5	Hispanic	27	96	41	22	95	32		
5	White	31	100	45	41	98	49		
5	Eco. Dis.	31	97	35	28	100	39		
5	SPED	3			6	83	17		
5	LEP C	6	100	8	5	100	0		
5	LEP M1								
5	LEP M2								

L.A. Nelson Elementary School 2011-2012 Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	73	93	38	78	99	58		
5	AA	13	92	23	13	100	31		
5	Hispanic	27	85	30	22	95	55		
5	White	32	100	53	40	100	65		
5	Eco. Dis.	31	90	29	28	100	61		
5	SPED	4			5	80	20		
5	LEP C	6	67	0	5	100	20		
5	LEP M1								
5	LEP M2								

L.A. Nelson Elementary School 2011-2012 Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at L.A. Nelson Elementary School 2011-2012 conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Eschool Plus
- PEIMS data from Ray Lagleder
- PEIMS campus summary report
- AEIS report

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

Findings/Analysis

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

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

Strengths

- African American 17%
- Hispanic 27%
- White 53%
- Other 3%
- Economically Disadvantaged- 35%
- 8% growth each year
- 9% EXPO- 20% Hispanic, 61% White, 9% African American, 2% Asian, 9% Other
- 4% Special Education

Needs

- by adding new teachers to the campus we must have a PD for consistency due to 8% growth.
- Monitor and increase academic performance of LEP students

Summary of Needs

- Monitor and support ELLs

Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AEIS report for 2010-2011
- AWARE
- STAR data- commended levels
- TAKS -RETURN- 2011(from Meza)
- ELI, DRA, SRI data
- Kathy Richardson
- Just for Kids data
- Observation Survey

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

Findings/Analysis

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

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

Strengths

- TAKS scores overall
- Writing commended increase from 19% to 52%
- 100% pass science
-
-

Needs

- Monitor ELL Scores for reading and math
- Increase commended scores in all areas
- Improve early literacy program K-2
- College and career readiness
- Increase ELL passing rate for math and reading

Summary of Needs

- Monitor and increase passing/commended scores of ELL students
- Monitor and increase commended scores for all subjects and all students with the implemention of STAAR
- Increase achievement in early literacy K-2
- Increase rigor to raise achievement levels in reading and math for K-2

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Anchor walks/observations
- Climate survey

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

Findings/Analysis

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

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

Strengths

- Students feel safe and secure in our environment
- Staff collaborates well together

Needs

- Students seem unsettled do to change in leadership

Summary of Needs

- Stable and consistent leadership.

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- PLC agenda
- TAKS data
- Teacher Certification/Qualification Data
- Paraproffesional and other staff Qualifications
- Staff Effectiveness in Relation to student achievment
- PRIDE
- Staff Mobility/Stability
- Staff absenses

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

Findings/Analysis

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

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

Strengths

- 100% certified staff
- _percentage attendance rate for staff
- Stable staff
- Paras are highly qualified and _ have bachelors degrees

Needs

- Staff unfamiliar with CIP and has no input
- Students should be placed in special programs based on data from grade level
- Some classess overloaded with special needs students.
- Differentiate staff development- P.E. teachers, Reading Recovery and special areas.

Summary of Needs

- Involve campus with building of the CIP and monitor it throughout the year.

Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- District benchmarks
- Common Assessments
- TAKS results over 3 years
- ELI data
- Kathy Richardson data
- PLC Continuum

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

Findings/Analysis

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

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

Strengths

- EXPO
- STAR - remedial groups
- Math interventionist
- Success Time
- Scope and sequence
- Instructional Design
- Horizontal teaming
- Schedule

Needs

- Determine STAAR groups earlier
- Building common assessments and using the data
- RTI increase

Summary of Needs

- Increase knowledge of how to utilize formative assessments to increase student involvement in their own learning.

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Attendance forms from FFSN
- Parent voluteer information
- Parent survey form
- Busing/Traffic meeting

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

Findings/Analysis

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

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

Strengths

- Family Attendance @ Special Nights
- Guidance for emotional groups by counselor
- PTA -membership is increasing
- Rocking Readers
- High School Mentors
- Big Brothers and Sisters
- PTA Facebook Page
- Parent volunteers

Needs

- Get more parents involved in the school
- Increase membership in PTA
- Increase commmunication to parents through a weekly newsletter
- Counselor pulling more students for emotional needs
- Consider ways to reach parents who do not have internet access

Summary of Needs

- Increase parent involvement by providing a welcoming environment.

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Master Schedule
- Team Leader Meetings
- Teacher Surveys
- CLT
- School Map and Physical Environment
- Leadership: Formal and Informal
- Support structures: Mentor Teachers
- Schedule for Student Support Service

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

Findings/Analysis

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

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

Strengths

- Success Time
- Small groups in the classroom
- Read 180, literacy groups, reading recovery
- Team leader meetings
- Program support services: Art Club, storytellers

Needs

- Teachers need to have more of a voice
- Flexible tutoring after school-was required by principal
- Master schedule needs to be more considerate of pull-out.

Summary of Needs

- Staff needs a voice in decision making process by implementing more World Café activities into our staff meeting.

Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Library media specialist
- Inventory

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

Findings/Analysis

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

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

Strengths

- AWARE software allows teachers to create benchmarks
- Eduphoria provides links to TEKS for planning
- Gradespeed- Assessment
- Classworks
- A few document cameras, projectors, and STAR boards.
- Reading Counts

Needs

- Mounted projectors in all classrooms
- More interactive white boards with training
- More digital cameras-
- Laptop cart set for students/teachers to access
- T.V's that work
- Flip video cameras

Summary of Needs

- Document cameras and projectors in all classrooms
- 1 Interactive white board for each grade level
- Technology training that can be implemented in the classroom

Comprehensive Needs Assessment Summary of Priority Needs
L. A. Nelson

Demographics:
Monitor and support ELLs

Student Achievement:
Monitor and increase passing/commended scores of ELL students
Monitor and increase commended scores for all subjects and all students with the implemention of STAAR
Increase achievement in early literacy K-2
Increase rigor to raise achievement levels in reading and math for K-2

School Culture and Climate:
Stable and consistent leadership.

Teacher Quality:
Involve campus with building of the CIP and monitor it throughout the year.

Curriculum, Instruction and Assessment:
Increase knowledge of how to utilize formative assessments to increase student involvement in their own learning.

Family and Community Involvement:
Increase parent involvement by providing a welcoming environment.

School Content and Organization:
Staff needs a voice in decision making process by implementing more World Café activities into our staff meeting.

Technology:
Document cameras and projectors in all classrooms
1 Interactive white board for each grade level
Technology training that can be implemented in the classroom

Board Summary
Campus Improvement Plans
2011-12

L.A. Nelson Elementary School 2011-2012

Wildy Important Goals for 2011-12
WIG 1: To increase student achievement, our staff will address learning as our fundamental purpose as a PLC by moving from the initiating stage to the developing as evidenced on the Professional Learning Community Continuum found in the text Learning by Doing.
WIG 2: By May, 2012, we will increase student achievement of K-2 students who score "on-level" in the ELI from 75% to 90%.
WIG 3: By May 2012, we will increase student achievement by increasing overall school climate from poor to excellent as evidenced by the Teacher Survey given in August and May.

Campus Improvement Plan
L.A. Nelson Elementary School 2011-2012

WIG 1

To increase student achievement, our staff will address learning as our fundamental purpose as a PLC by moving from the initiating stage to the developing as evidenced on the Professional Learning Community Continuum found in the text Learning by Doing.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All instructional facuty and staff will attend a two-day workshop lead by Solution Tree trainer Cassie Erkens. These two will extend our knowledge in the area of PLC 's and common language **Person(s) Responsible:** Principal, Assistant Principal, teachers **Completion Date:** August 12th **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$1500.00	[ ]	[ ]	.5	PLC agendas	Teacher surveys, evaluations, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Additional 45 minutes of PLC planning time for additional time for team collaborations: 10/11, 10/25, 11/9, 12/9, 1/13, 2/15, 3/14, 4/11, 5/9 **Person(s) Responsible:** Principal, Assistant Principal, teachers **Completion Date:** May 31, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$5,500.00	[ ]	[ ]		Literacy Groups Math Groups Success Time CARE Team Plan Data Collection	Benchmarks Common Assessments Teacher Observations Progress Report Classworks Report	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Attend the PLC institute in Little Rock, Arkansas on October 19-21, to deepen our understanding of PLC's. **Person(s) Responsible:** Principal, Assitant Principal, Team Leaders, CLT **Completion Date:** Oct. 20, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$5,000.00	[ ]	[ ]		Agendas, Surveys	Benchmarks Common Assessments Progress Report	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Each grade level will determine essential learning for one content area. **Person(s) Responsible:** Principal, Assistant Principal, teachers **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	TEKS	[ ]	[ ]		PLC artifacts, Essential Learnings,	Common Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Each grade level will create a one common assessment for each six weeks in a content area. **Person(s) Responsible:** Principal, Assistant Principal, teachers **Completion Date:** May 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	PLC time	[ ]	[ ]		PLC Agenda, common assessment	End of year teacher survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Each grade level will involve students in two-assessment to set individual learning goals (Fall and Spring). **Person(s) Responsible:** Principal, Assistant Principal, Teachers **Completion Date:** May 31st, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	PLC time	[ ]	[ ]		Student goal sheets	Teacher surveys	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Compete a book study -Making Class Assessment Work by Anne Davies and implement ideas from the book in the classroom. **Person(s) Responsible:** Principal, Assistant Principal, Teachers **Completion Date:** May, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$1435.00 Making Class Assessment Work by Anne Davies	[ ]	[ ]		Faculty Meeting Agendas	Quality common assessments.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Deliver intervention to students at Tiers 2 and 3 in grades 3-5 **Person(s) Responsible:** Reading Recovery Teacher Dyslexia Teacher Inclusion Team RTI Team Administration LSSP **Completion Date:** May 31, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Intervention Teacher- Dyslexia Tools Leveled Books Do the Math Manuplatives Differentiated InstructionJourneys-Text Previous End of the Year data Pre & Post Test 1/2 Reading Inter.-$28,674 1/2 Math Inter. $28, 674	[ ]	[X]	1.0	Individual Plans Data Collection CARE Team Meeting	Benchmarks Common Assessments Progress Report	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Deliver intervention to students at Tier 2 and 3 in grades K-2. **Person(s) Responsible:** Principal, Assistant Principal and teachers **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	RR Teacher-$27, 334 Dyslexia Tools Leveled Books Do the Math Manuplatives Differentiated Instruction	[ ]	[X]	.5	RTI meetings		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Establish SMART Goals that align to district and campus goals. **Person(s) Responsible:** Principal, Assistant Principal, teachers **Completion Date:** August 31, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	2011-2012 Campus Data	[ ]	[ ]		SMART Goals	Goals	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement RTI meetings every Monday. **Person(s) Responsible:** Principal, Assistant Principal, Intervention Team, Teachers **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Assessment data	[ ]	[ ]		RTI Meetings		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Success Time 5X a week **Person(s) Responsible:** Principal, Assistant Principal, Teachers **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Assessment data: common, observations, formative	[ ]	[ ]		Flexible intervention groups	End of Year Teacher, Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
L.A. Nelson Elementary School 2011-2012

WIG 2

By May, 2012, we will increase student achievement of K-2 students who score "on-level" in the ELI from 75% to 90%.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All instructional faculty and staff will attend a two-day workshop lead by Solution Tree trainer Cassie Erkens. These two will extend our knowledge in the area of PLC 's and common language. **Person(s) Responsible:** Principal and Assistant Principal, teachers **Completion Date:** August 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1500.00	[ ]	[ ]		PLC agendas, Teacher Surveys	Teacher Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Additional 45 minutes of PLC planning time for additional time for team collaborations: 10/11, 10/25, 11/9, 12/9, 1/13, 2/15, 3/14, 4/11, 5/9 **Person(s) Responsible:** Principal, Assistant Principal, teachers **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$5,500.00	[ ]	[ ]		PLC Meeting Agendas	End of Year Teacher Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Kindergarten teachers will begin Guided Reading by October 10 for appropriate students. **Person(s) Responsible:** Principal, Assistant Principal, kindergarten teachers **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Science materials Science TEKS Data of achievements in Science District Trainers Thinking Maps	[ ]	[ ]		Observations	End of year ELI assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reading Recovery teacher will provide professional development for k-2 teachers. **Person(s) Responsible:** Principal, Assistant Principal, teachers **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Observations,	End of year ELI assessement,	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide intervention through Reading Recovery and literacy groups for grades K-2 at risk students. **Person(s) Responsible:** Reading intervention teacher **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RR Teacher-$27, 334 Dyslexia Tools Leveled Books Do the Math Manuplatives Differentiated Instruction	[ ]	[X]	.5	Reading Recovery classes	End of year ELI	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Complete a book study -Making Class Assessment Work by Anne Davies and implement ideas from the book in the classroom. **Person(s) Responsible:** Principal, Assistant Principal, Teachers **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1435.00	[ ]	[ ]		Faculty Meeting Agendas, PLC agendas	PLC artifacts	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Attend the PLC institute in Little Rock, Arkansas on October 19-21, to deepen our understanding of PLC's. **Person(s) Responsible:** Principal, Assistant Principal, Team Leaders/CLT members **Completion Date:** October 21, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$5,000.00	[ ]	[ ]		Teacher Surveys, Observations, PLC agendas	End of year ELI	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Each grade level will create a one common assessment for each six weeks in a content area. **Person(s) Responsible:** Principal, Assistant Principal, teachers **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		PLC agendas, artifacts	End of year ELI	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Success Time for 30 minutes every day. **Person(s) Responsible:** Principal, Assistant Principal, teachers **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	data from assessment and teacher observations	[ ]	[ ]		PLC agendas, evidence of flexible groupings	End of year teacher survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Create one common assessment for each six weeks in one content area. **Person(s) Responsible:** Principal, Assistant Principal, teachers **Completion Date:** May 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Essential learnings, TEKS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Establish SMART Goals that align to district and campus goals. **Person(s) Responsible:** Principal, Assistant Principal, Teachers **Completion Date:** August 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Campus Data 2011-2012	[ ]	[ ]		SMART Goals	End of year survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Each grade level will involve students in two-assessment to set individual learning goals (Fall and Spring). **Person(s) Responsible:** Principal, Assistant Principal, **Completion Date:** **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Common assessments	[ ]	[ ]		PLC artifacts	End of year teacher survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
L.A. Nelson Elementary School 2011-2012

WIG 3

By May 2012, we will increase student achievement by increasing overall school climate from poor to excellent as evidenced by the Teacher Survey given in August and May.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Create parent survey and distribute in August to determine baseline for school climate and redistribute in May 2012 to determine growth. **Person(s) Responsible:** Principal, Assistant Principal and Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Copies of survey and results data	[ ]	[ ]	1.5	Completion and return rate	Rating results from survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Send out weekly newsletter in both Spanish and English to inform parents of events at school and learning that is happening. **Person(s) Responsible:** Principal, Assistant Principal and staff. **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Copies of newsletter for 1st six weeks and electronic copies.	[ ]	[ ]	1.5	Newsletters	Increased involvement of parents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Our staff will commit to updating our school information regularly. This includes our school websites, PTA Facebook page and district phone system. **Person(s) Responsible:** Principal, Assistant Principal, and Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Website, phone system	[ ]	[ ]	1.5	Web-site updates, phone system ultilized.	Parent Survey responses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Establish a PTA room that allows parents to volunteer with children. **Person(s) Responsible:** Principal, Assistant Principal, and Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Room 306	[ ]	[ ]		Utilization of room	Parent Survey responses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Involve all teachers in writing the campus improvement plan by having meetings to gather input **Person(s) Responsible:** Principal, Assistant Principal, Faculty **Completion Date:** September 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Chart paper and conference time	[ ]	[ ]		Campus Improvement Plan	Teacher survey responses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor CIP plan 3 times a year at faculty meeting **Person(s) Responsible:** Principal, Assistant Principal, and Faculty **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Time at Faculty meeting	[ ]	[ ]		Agendas	Teacher survey responses,	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Create and give trust survey 3 times a year: September 23rd, January 2nd, May 25th. **Person(s) Responsible:** Principal, Assistant Principal **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Trust survey completion	Trust survey responses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement trust activities in 4 of 9 faculty meetings. **Person(s) Responsible:** Principal, Assistant Principal **Completion Date:** May 12, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agendas	Trust survey responses and end of year Teacher Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement staff recognition through "Roar Outs, Fuzzy Dice Awards, Birthdays and Brag Boards" **Person(s) Responsible:** Principal, Assistant Principal **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$100 Oriental Trading for fuzzy dice	[ ]	[ ]		Agendas and utilization of Roar Outs	Teacher survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement 5th student council to create a voice for the students **Person(s) Responsible:** Principal, Assistant Principal, Brenda Hill, Danna Biggs **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Scheduled meetings agenda	Teacher Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement CHAMPS behavior expectations in common areas. **Person(s) Responsible:** Principal, Assistant Principal, Staff **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Observations, discipline reports	Teacher Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Recognize student and teacher birthdays on morning announcments along with giving students a card. **Person(s) Responsible:** Principal, Assistant Principal, Faculty **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Announcements	Teacher Surveys	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Each staff member will write a positive postcard home to parents and/or students each semester. **Person(s) Responsible:** Principal, Assistant Principal, Faculty **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Postcard	[ ]	[ ]		Notes home	Teacher Surveys	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement Lion Bucks drawing at each faculty meeting for teachers who have perfect attendance **Person(s) Responsible:** Principal, Assistant Principal, Faculty **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Teacher attendance printout	[ ]	[ ]		Faculty meeting agendas	Teacher surveys	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
L.A. Nelson Elementary School 2011-2012

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Angela Thomas
2) Classroom Teacher	Jessica Boerner
3) Classroom Teacher	Danna Biggs
4) Classroom Teacher	Tamara Klir
5) Classroom Teacher	Richard Rogers
6) Classroom Teacher	Cindy Deville
7) Campus-based Nonteaching Professional	Kelly Korenek
8) Campus-based Paraprofessional and Operations Staff	Anna Rogers
9) District-level Professional	DiAnne Allison
10) Parent	Angela Flanigan
11) Parent	Colleen Huffman
12) Community Member	Jennifer Brockett--Brunswick
13) Community Member	John Henchee--Mortgage Unified
14) Business Representative	Todd Price--North Star Bank
15) Business Representative	James Otto- James Otto Insurance

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	9-1-11	3:30	Library
2	1-5-12	3:30	Library
3	5-3-12	3:30	Library
4	5-11-12	8:30-3:30	PDC- Team leader and CLT

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: PALOMA CREEK EL

Campus #: 061901120

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Reading/ELA
Commended on Writing
Commended on Mathematics
Commended on Science
Comparable Improvement: Mathematics

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Total Students: 634
Grade Span: PK - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	95%	96%	91%	85%	> 99%	*	*	*	*	> 99%	96%	> 99%
	2010	92%	97%	97%	98%	91%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%
Mathematics	2011	88%	93%	92%	98%	95%	> 99%	98%	*	*	*	*	86%	96%	> 99%
	2010	87%	93%	93%	90%	82%	82%	95%	*	*	*	*	> 99%	88%	80%
All Tests	2011	83%	91%	89%	94%	91%	85%	98%	*	*	*	*	86%	96%	> 99%
	2010	84%	92%	91%	90%	82%	82%	95%	*	*	*	*	> 99%	88%	80%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	91%	92%	75%	> 99%	95%	*	*	*	*	83%	86%	80%
	2010	86%	91%	92%	88%	82%	85%	93%	*	*	*	*	71%	83%	60%
Mathematics	2011	89%	94%	93%	97%	92%	> 99%	97%	*	*	*	*	> 99%	95%	> 99%
	2010	89%	92%	93%	83%	82%	70%	93%	*	*	*	*	43%	71%	40%
Writing	2011	91%	94%	95%	92%	92%	78%	95%	*	*	*	*	83%	91%	80%
	2010	92%	93%	96%	93%	95%	90%	93%	*	*	*	*	71%	92%	60%
All Tests	2011	78%	86%	86%	84%	75%	78%	87%	*	*	*	*	83%	77%	60%
	2010	78%	83%	85%	75%	68%	65%	86%	*	*	*	*	43%	63%	40%
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	94%	96%	97%	91%	97%	*	*	*	*	> 99%	94%	60%
	2010	86%	91%	93%	97%	94%	93%	> 99%	*	*	*	*	80%	95%	*
Mathematics	2011	86%	92%	92%	92%	86%	91%	> 99%	*	*	*	*	56%	88%	60%
	2010	86%	92%	94%	92%	> 99%	73%	95%	*	*	*	*	80%	86%	*
Science	2011	86%	92%	94%	86%	79%	78%	95%	*	*	*	*	33%	78%	20%
	2010	87%	90%	94%	96%	> 99%	80%	> 99%	*	*	*	*	80%	90%	*
All Tests	2011	76%	85%	86%	83%	76%	78%	92%	*	*	*	*	22%	75%	20%
	2010	75%	82%	85%	90%	94%	67%	95%	*	*	*	*	80%	86%	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	94%	95%	92%	91%	98%	*	*	*	*	95%	94%	83%
	2010	90%	93%	95%	95%	90%	93%	98%	*	n/a	n/a	n/a	88%	93%	85%
Mathematics	2011	84%	88%	95%	98%	97%	> 99%	98%	*	*	*	*	95%	97%	> 99%
	2010	84%	88%	94%	91%	88%	80%	96%	*	n/a	n/a	n/a	71%	84%	62%
Writing	2011	92%	94%	95%	92%	92%	78%	95%	*	*	*	*	83%	91%	80%
	2010	93%	95%	96%	93%	95%	90%	93%	*	n/a	n/a	n/a	71%	92%	60%
Science	2011	83%	84%	94%	86%	79%	78%	95%	*	*	*	*	33%	78%	20%
	2010	82%	86%	94%	96%	> 99%	80%	> 99%	*	n/a	n/a	n/a	80%	90%	*
All Tests	2011	76%	81%	89%	88%	83%	80%	94%	*	*	*	*	64%	83%	67%
	2010	76%	81%	89%	87%	82%	74%	95%	*	n/a	n/a	n/a	71%	79%	54%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	49%	47%	38%	42%	51%	*	*	*	*	23%	40%	39%
	2010	32%	38%	43%	38%	33%	30%	45%	*	*	*	*	41%	38%	8%
Mathematics	2011	29%	32%	45%	45%	40%	44%	47%	*	*	*	*	23%	36%	44%
	2010	28%	31%	43%	31%	27%	20%	39%	*	*	*	*	24%	34%	< 1%
Writing	2011	31%	39%	35%	34%	25%	11%	42%	*	*	*	*	< 1%	27%	< 1%
	2010	32%	36%	31%	38%	18%	30%	54%	*	*	*	*	14%	38%	20%
Science	2011	30%	33%	56%	45%	24%	30%	70%	*	*	*	*	< 1%	41%	< 1%
	2010	28%	30%	53%	47%	22%	27%	64%	*	*	*	*	20%	24%	*
All Tests	2011	16%	19%	26%	27%	24%	22%	30%	*	*	*	*	9%	18%	28%
	2010	15%	17%	25%	17%	8%	7%	26%	*	*	*	*	18%	16%	< 1%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	85%	88%	> 99%	83%	*	*	*	*	*	*	*	83%	*	*
Mathematics	2011	77%	83%	> 99%	93%	*	> 99%	80%	*	*	*	*	93%	> 99%	*
	2010	75%	79%	94%	70%	*	*	*	*	*	*	*	70%	*	*
Writing	2011	80%	88%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	> 99%	60%	*	*	*	*	*	*	*	60%	*	*
Science	2011	60%	60%	75%	17%	*	*	*	*	*	*	*	17%	*	*
	2010	58%	58%	50%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	86%	60%	*	60%	40%	*	*	*	*	60%	71%	*
	2010	64%	69%	81%	75%	*	*	*	*	*	*	*	75%	*	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	*	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	93.1%	92.9%	92.5%	89.4%	95.3%	*	*	-	*	18.2%	89.2%	83.3%
Not on TAKS	7.6%	7.6%	6.5%	7.1%	7.5%	10.6%	4.7%	*	*	-	*	81.8%	10.8%	16.7%
TAKS(Acc) Only	2.4%	2.1%	1.5%	1.2%	1.5%	0.0%	0.8%	*	*	-	*	13.6%	2.4%	0.0%
TAKS-M Only	3.1%	3.4%	2.0%	5.2%	4.5%	10.6%	3.9%	*	*	-	*	59.1%	7.2%	11.1%
TAKS-Alt Only	0.9%	0.7%	1.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Combination	1.3%	1.4%	1.2%	0.8%	1.5%	0.0%	0.0%	*	*	-	*	9.1%	1.2%	5.6%
By Acct Status														
Acct System	94.0%	95.7%	94.6%	96.4%	94.0%	95.7%	98.4%	*	*	-	*	100.0%	94.0%	100.0%
Non-Acct System	4.6%	3.5%	5.1%	3.6%	6.0%	4.3%	1.6%	*	*	-	*	0.0%	6.0%	0.0%
Mobile	4.6%	3.5%	5.1%	3.6%	6.0%	4.3%	1.6%	*	*	-	*	0.0%	6.0%	0.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	285	252	67	47	127	3	4	0	4	22	83	18
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.6%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	93.3%	94.3%	92.6%	93.9%	96.6%	*	*	-	-	31.6%	92.3%	76.9%
Not on TAKS	7.8%	7.7%	6.0%	5.7%	7.4%	6.1%	3.4%	*	*	-	-	68.4%	7.7%	23.1%
TAKS(Acc) Only	2.3%	1.8%	1.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
TAKS-M Only	3.3%	3.8%	2.0%	4.8%	7.4%	6.1%	2.6%	*	*	-	-	57.9%	6.2%	15.4%
TAKS-Alt Only	0.8%	0.7%	0.7%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Combination	1.3%	1.3%	1.1%	0.9%	0.0%	0.0%	0.9%	*	*	-	-	10.5%	1.5%	7.7%
By Acct Status														
Acct System	90.0%	91.0%	91.9%	89.4%	87.0%	87.8%	91.4%	*	*	-	-	36.8%	89.2%	84.6%
Non-Acct System	8.6%	8.1%	7.8%	10.6%	13.0%	12.2%	8.6%	*	*	-	-	63.2%	10.8%	15.4%
Mobile	4.4%	3.6%	4.3%	5.7%	5.6%	6.1%	6.0%	*	*	-	-	5.3%	4.6%	0.0%
Non-Acct Test	4.2%	4.5%	2.9%	4.8%	7.4%	6.1%	2.6%	*	*	-	-	57.9%	6.2%	15.4%
Not Tested	1.4%	0.9%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	274	227	54	49	116	4	3	0	0	19	65	13

District Name: DENTON ISD
Campus Name: PALOMA CREEK EL
Campus #: 061901120

Total Students: 634
Grade Span: PK - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	55%	70%	*	*	*	*	*	*	*	*	*	*
	2010	50%	53%	59%	86%	80%	*	> 99%	*	*	*	*	*	*	*
Mathematics	2011	42%	43%	57%	74%	50%	75%	> 99%	*	*	*	*	50%	67%	*
	2010	45%	52%	59%	65%	71%	45%	88%	*	*	*	*	*	33%	< 1%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	98	94	*	*	*	*	*	*	*	*	*	*
	2010	86	90	115	144	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	66	89	101	94	109	*	*	*	*	*	*	109	*
	2010	70	77	100	110	100	97	134	*	*	*	*	*	80	67
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	6%	4%	3%	9%	3%	*	*	*	*	< 1%	6%	40%
	2010	15%	10%	8%	3%	6%	7%	< 1%	*	*	*	*	20%	5%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	98%	98%	> 99%	91%	> 99%	*	*	*	*	> 99%	97%	60%
	2010	92%	96%	97%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	8%	8%	14%	9%	< 1%	*	*	*	*	44%	13%	40%
	2010	14%	9%	6%	8%	< 1%	27%	5%	*	*	*	*	20%	14%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	98%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%
	2010	92%	95%	97%	99%	> 99%	93%	> 99%	*	*	*	*	80%	95%	*
English Language Learners Progress Indicator															
2010-11		80%	86%	95%	91%	*	94%	*	*	*	*	*	*	86%	89%
2009-10		79%	85%	93%	88%	*	85%	*	*	*	*	*	*	91%	85%
Attendance Rate @															
2009-10		95.5%	95.9%	96.6%	96.8%	97.6%	96.2%	96.7%	96.7%	*	*	*	95.9%	96.4%	97.5%
2008-09		95.6%	95.9%	96.9%	96.5%	97.2%	96.4%	96.3%	*	n/a	n/a	n/a	95.4%	96.9%	97.1%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		634	100.0%	23,844	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.5%	0.4%	0.3%
	Pre-Kindergarten	63	9.9%	2.6%	3.0%	4.5%
	Kindergarten	111	17.5%	15.5%	8.5%	7.6%
	Grade 1	116	18.3%	16.0%	8.5%	7.9%
	Grade 2	86	13.6%	15.4%	8.8%	7.7%
	Grade 3	95	15.0%	16.5%	8.5%	7.6%
	Grade 4	66	10.4%	17.7%	7.9%	7.6%
	Grade 5	97	15.3%	14.3%	7.9%	7.6%
	Grade 6	0	0.0%	1.6%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.0%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	149	23.5%	12.7%	11.6%	12.9%
	Hispanic	112	17.7%	22.1%	30.8%	50.3%
	White	354	55.8%	55.8%	52.9%	31.2%
	Native American	6	0.9%	0.8%	0.9%	0.5%
	Asian	8	1.3%	5.3%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.3%	0.1%	0.1%
	Two or More Races	5	0.8%	3.1%	1.2%	1.6%
Economically Disadvantaged		213	33.6%	33.6%	41.5%	59.2%
Limited English Proficient (LEP)		49	7.7%	6.9%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		0	0.0%	0.2%	1.3%	1.9%
At-Risk		66	10.4%	27.6%	35.1%	46.3%
Mobility (2009-10)		88	19.1%	12.6%	17.1%	18.2%
Number of Students per Teacher		15.3	n/a	15.8	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	4.1%	3.3%	2.1%	2.3%	25.0%	10.1%	14.3%	10.7%
Grade 1	3.8%	3.0%	1.5%	4.7%	0.0%	6.5%	8.5%	8.9%
Grade 2	0.0%	1.1%	0.8%	2.8%	0.0%	3.4%	3.8%	4.1%
Grade 3	3.3%	0.7%	1.1%	2.0%	0.0%	1.5%	1.4%	1.8%
Grade 4	0.0%	0.5%	0.1%	1.1%	0.0%	1.0%	0.4%	0.9%
Grade 5	1.4%	0.8%	0.4%	1.3%	0.0%	0.9%	2.0%	1.3%
Grade 6	-	0.2%	0.1%	0.7%	-	0.0%	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	18.6	19.9	18.8	19.0
	Grade 1	20.0	19.5	18.9	18.9
	Grade 2	21.5	19.5	18.8	18.8
	Grade 3	19.0	18.8	19.1	18.8
	Grade 4	22.0	19.3	20.3	19.0
	Grade 5	24.3	22.0	21.9	21.4
	Grade 6	-	19.5	20.9	20.7
	Mixed Grades	21.5	19.4	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	52.8	100.0%	100.0%	100.0%	100.0%
Professional Staff:	47.8	90.5%	86.9%	72.3%	63.4%
Teachers	41.5	78.5%	73.6%	56.2%	50.5%
Professional Support	4.3	8.2%	9.4%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	3.8%	3.9%	2.7%	2.8%
Educational Aides:	5.0	9.5%	13.1%	7.9%	9.5%
Total Minority Staff:	14.0	26.5%	12.2%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	5.0	12.1%	3.8%	6.5%	9.3%
Hispanic	3.0	7.2%	5.4%	11.7%	23.7%
White	33.5	80.7%	87.7%	78.4%	63.9%
American Indian	0.0	0.0%	0.5%	0.8%	0.4%
Asian	0.0	0.0%	0.7%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.8%	2.1%	1.3%
Males	7.0	16.9%	5.0%	24.0%	23.2%
Females	34.5	83.1%	95.0%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	4.1	9.8%	3.6%	4.8%	6.0%
1-5 Years Experience	21.0	50.6%	27.8%	31.8%	30.0%
6-10 Years Experience	6.0	14.5%	24.6%	22.7%	21.1%
11-20 Years Experience	5.0	12.1%	28.0%	25.5%	25.0%
0ver 20 Years Experience	5.4	13.1%	16.0%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	7.5 yrs.	11.5 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	3.6 yrs.	7.8 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,974	$42,867	$45,521	$41,272
1-5 Years Experience	$47,241	$44,761	$47,448	$44,013
6-10 Years Experience	$47,443	$47,089	$48,287	$46,604
11-20 Years Experience	$49,752	$49,949	$51,852	$50,476
Over 20 Years Experience	$60,955	$58,171	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$49,338	$48,867	$51,120	$48,638
Professional Support	$48,869	$53,193	$55,177	$57,045
Campus Administration (School Leadership)	$69,750	$70,322	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	1.6	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$3,508,478	100.0%	$6,533	$3,718,741	100.0%	$6,925	$133,136,833	100.0%	$5,831
Instruction (11,95)	$2,570,846	73.3%	$4,787	$2,614,859	70.3%	$4,869	$100,440,238	75.4%	$4,399
Instructional-Related Services (12,13)	$157,217	4.5%	$293	$163,031	4.4%	$304	$4,484,524	3.4%	$196
Instructional Leadership (21)	$43,106	1.2%	$80	$43,106	1.2%	$80	$1,579,807	1.2%	$69
School Leadership (23)	$222,954	6.4%	$415	$223,246	6.0%	$416	$8,890,785	6.7%	$389
Support Services-Student (31,32,33)	$210,713	6.0%	$392	$218,346	5.9%	$407	$6,469,472	4.9%	$283
Other Campus Costs (35,36,51,52,53)	$303,642	8.7%	$565	$456,153	12.3%	$849	$11,272,007	8.5%	$494
By Program:									
Total Operating Expenditures	$3,204,836	100.0%	$5,968	$3,214,336	100.0%	$5,986	$120,890,776	100.0%	$5,295
Bilingual/ESL Education (25)	$81,964	2.6%	$153	$81,964	2.5%	$153	$1,744,126	1.4%	$76
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$1,156	0.0%	$0
Accelerated Education (24,30)	$126,650	4.0%	$236	$127,360	4.0%	$237	$6,451,354	5.3%	$283
Gifted & Talented Education (21)	$64,164	2.0%	$119	$64,164	2.0%	$119	$2,050,803	1.7%	$90
Regular Education (11)	$2,246,432	70.1%	$4,183	$2,246,432	69.9%	$4,183	$91,786,291	75.9%	$4,020
Special Education (23)	$685,626	21.4%	$1,277	$694,416	21.6%	$1,293	$18,826,206	15.6%	$825
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$30,840	0.0%	$1

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	48	7.6%	6.8%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	31	4.9%	5.9%	8.7%	7.7%
Special Education	35	5.5%	8.5%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	2.0	4.8%	1.4%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.6%	4.0%
Compensatory Education	2.0	4.8%	2.3%	5.0%	2.9%
Gifted & Talented Education	1.0	2.4%	0.9%	1.7%	1.9%
Regular Education	32.0	77.1%	87.0%	68.0%	73.4%
Special Education	4.5	10.9%	8.4%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Econ	% Afr_Amer	% Mobility	% Hispanic	% LEP
001908101		WESTWOOD EL	WESTWOOD ISD	55.4	64.1	19.5	17.1	19.5	4.9
008901102		O'BRYANT INT	BELLVILLE ISD	55.9	45.3	12.2	11.6	28.6	9.0
020905107		ELISABET NEY EL	BRAZOSPORT ISD	56.1	53.8	7.2	12.3	32.8	2.3
020908102		C J HARRIS EL	PEARLAND ISD	55.3	27.1	13.2	12.0	23.8	5.8
043902101		JOE K BRYANT EL	ANNA ISD	56.1	43.3	9.9	13.7	26.2	11.3
043905130		SONNTAG EL	FRISCO ISD	55.4	15.7	17.6	9.2 **	16.4	4.5
043907121		GARY AND BOBBYE JACK MIN	MCKINNEY ISD	55.7	23.8	17.3	7.9	15.8	6.4
043907123		JESSE MCGOWEN EL	MCKINNEY ISD	56.5	16.7	12.6	9.1	19.4	6.2
043910141		CENTENNIAL EL	PLANO ISD	56.4	11.5	9.4	13.1	8.9	8.5
043914109		DON WHITT EL	WYLIE ISD	55.6	14.6	16.0	11.2	10.1	11.9
057909144		KEELEY EL	GARLAND ISD	54.6	24.6	10.8	6.5	24.6	13.6
061901120	>	PALOMA CREEK EL	DENTON ISD	55.8	33.6	23.5	19.1	17.7	7.7
061901121		NELSON EL	DENTON ISD	55.1	33.6	13.9	6.2	26.3	9.1
061901125		CROSS OAKS EL	DENTON ISD	56.2	42.3	17.9	17.1 **	22.5	5.7
061902127		VALLEY RIDGE EL	LEWISVILLE ISD	55.0	23.1	11.1	9.0	23.2	7.0
061911113		J LYNDAL HUGHES EL	NORTHWEST ISD	57.1	28.3	10.7	9.0	21.9	10.3
079901110		HUGGINS EL	LAMAR CISD	56.1	26.1	13.4	10.9	27.6	9.4
079907137		SIENNA CROSSING EL	FORT BEND ISD	57.0	4.8	14.3	7.1	14.1	3.5
084910119		WEDGEWOOD EL	CLEAR CREEK ISD	57.0	42.9	10.9	12.5	25.6	5.6
101907115		MOORE ELEMENTARY	CYPRESS-FAIRBANKS ISD	55.6	22.9	7.2	13.7	20.3	6.1
101907149		WARNER ELEMENTARY SCHOOL	CYPRESS-FAIRBANKS ISD	55.6	8.6	8.4	7.2	21.5	5.7
101913121		EAGLE SPRINGS EL	HUMBLE ISD	55.6	15.9	12.5	10.5	24.7	5.4
101913126		ATASCOCITA SPRINGS EL	HUMBLE ISD	55.1	17.7	13.4	12.8 **	25.5	9.3
116903104		ALBERT C WILLIAMS EL	COMMERCE ISD	56.7	67.9	17.6	15.4	18.2	8.9
123910105		CURTIS EL	BEAUMONT ISD	55.0	32.2	21.0	12.3	13.9	1.8
126902110		ANN BROCK EL AT OAK GROV	BURLESON ISD	55.7	54.3	13.4	19.6	27.2	5.2
129902106		CROSBY ELEMENTARY	FORNEY ISD	55.4	34.1	18.0	13.4	22.0	5.1
161903107		CASTLEMAN CREEK EL	MIDWAY ISD	56.7	42.0	13.8	16.4	22.8	6.1
175903101		BOWIE EL	CORSICANA ISD	55.2	53.1	11.6	9.8	28.0	14.1
188901135		WOLFLIN EL	AMARILLO ISD	56.2	58.8	8.9	21.0	26.8	4.9
212905117		RICE EL	TYLER ISD	56.8	34.4	19.4	16.7	12.2	7.7
220902117		FOSTER VILLAGE EL	BIRDVILLE ISD	56.5	60.0	9.6	11.7	25.9	8.2
220908118		MARY JO SHEPPARD EL	MANSFIELD ISD	56.9	34.8	12.3	14.1	22.0	8.4
220912101		BESS RACE EL	CROWLEY ISD	56.4	46.9	16.0	19.4	17.4	4.9
220916115		HURST HILLS EL	HURST-EULESS-BEDFORD ISD	55.9	34.4	14.0	18.5	18.1	8.5
220916121		SPRING GARDEN EL	HURST-EULESS-BEDFORD ISD	55.1	44.3	13.5	18.3	22.4	6.8
220918106		HIGH COUNTRY ELEMENTARY	EAGLE MT-SAGINAW ISD	54.8	29.1	10.0	10.4	27.9	5.4
221901112		JACKSON EL	ABILENE ISD	55.2	56.2	7.0	16.1	31.3	2.0
221901150		WARD EL	ABILENE ISD	55.1	44.7	12.3	20.6	22.8	5.1
241902101		EAST BERNARD EL	EAST BERNARD ISD	54.7	45.5	10.8	6.1	33.6	10.3
243905118		JEFFERSON EL	WICHITA FALLS ISD	55.2	53.0	9.9	13.1	24.7	4.7
		Group Average		55.8	33.6	12.7	12.6	22.1	6.9

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
WESTWOOD EL	334	653	684	72	30	Q4	332	628	660	57	32	Q4
O'BRYANT INT	216	669	692	74	23	Q4	216	653	700	83	47	Q3
ELISABET NEY EL	82	653	699	159	46	Q2	83	581	683	130	102	Q1
C J HARRIS EL	126	683	675	108	-7	Q4	123	659	707	126	48	Q3
JOE K BRYANT EL	155	646	682	108	35	Q3	154	642	685	74	43	Q4
SONNTAG EL	126	652	706	104	54	Q1	126	634	692	102	58	Q2
GARY AND BOBBYE JACK	161	678	711	80	33	Q4	165	650	703	108	53	Q3
JESSE MCGOWEN EL	197	693	717	89	24	Q4	200	680	719	61	40	Q4
CENTENNIAL EL	166	697	736	61	38	Q3	165	677	739	86	63	Q2
DON WHITT EL	75	678	719	57	41	Q2	76	637	717	168	80	Q1
KEELEY EL	200	696	720	38	24	Q4	204	678	712	54	34	Q4
> PALOMA CREEK EL	135	662	709	94	47	Q2	134	627	699	101	72	Q1
NELSON EL	148	669	718	123	48	Q2	148	636	713	93	77	Q1
CROSS OAKS EL	82	645	682	101	38	Q3	81	617	680	77	63	Q2
VALLEY RIDGE EL	203	676	721	152	44	Q2	205	644	708	100	64	Q2
J LYNDAL HUGHES EL	161	665	700	75	35	Q3	162	655	695	97	40	Q4
HUGGINS EL	141	682	717	104	35	Q3	142	637	684	86	48	Q3
SIENNA CROSSING EL	290	701	751	202	50	Q1	290	689	735	74	45	Q4
WEDGEWOOD EL	231	675	714	173	39	Q3	234	647	707	103	60	Q2
MOORE ELEMENTARY	285	685	730	109	45	Q2	286	675	751	112	76	Q1
WARNER ELEMENTARY SC	381	707	755	149	48	Q2	380	699	755	128	56	Q3
EAGLE SPRINGS EL	175	674	729	128	55	Q1	174	658	727	93	69	Q1
ATASCOCITA SPRINGS E	188	657	713	122	56	Q1	187	638	706	89	68	Q1
ALBERT C WILLIAMS EL	193	613	666	89	54	Q1	193	597	649	57	53	Q3
CURTIS EL	133	686	711	-11	25	Q4	132	648	715	66	67	Q1
ANN BROCK EL AT OAK	160	627	664	62	37	Q3	158	580	642	72	62	Q2
CROSBY ELEMENTARY	133	689	734	139	44	Q2	133	672	714	102	42	Q4
CASTLEMAN CREEK EL	98	667	661	67	-7	Q4	98	636	658	102	22	Q4
BOWIE EL	221	668	705	110	37	Q3	225	651	712	84	61	Q2
WOLFLIN EL	88	659	696	-2	37	Q3	88	616	659	88	43	Q4
RICE EL	249	674	716	70	43	Q2	251	636	694	89	58	Q2
FOSTER VILLAGE EL	143	651	692	111	42	Q2	144	619	671	55	52	Q3
MARY JO SHEPPARD EL	129	668	703	60	35	Q3	132	624	705	110	82	Q1
BESS RACE EL	104	616	667	95	50	Q1	106	577	650	107	73	Q1
HURST HILLS EL	191	682	745	106	63	Q1	191	673	734	101	61	Q2
SPRING GARDEN EL	229	676	733	60	57	Q1	233	658	711	72	53	Q3
HIGH COUNTRY ELEMENT	237	659	702	109	43	Q2	238	630	683	74	53	Q3
JACKSON EL	166	660	697	94	38	Q3	165	648	689	102	41	Q4
WARD EL	152	649	698	74	49	Q1	153	623	685	61	62	Q2
EAST BERNARD EL	69	614	675	135	61	Q1	69	618	704	128	86	Q1
JEFFERSON EL	161	667	704	61	36	Q3	159	646	698	79	52	Q3
Group Average	170	670	710	90	40	--	171	647	702	82	55	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Paloma Creek Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Paloma Creek Elementary School's Mission Statement

Our mission at Paloma Creek Elementary is to create an environment where the entire community collaborates in promoting student learning and to use interventions and enrichment opportunities during the school day that will ensure a higher level of student achievement.

Board Goals

Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

Paloma Creek Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	62	97	44	88	95	49		
3	AA	12	92	17	23	91	43		
3	Hispanic	11	100	64	11	82	55		
3	White	38	97	47	50	100	46		
3	Eco. Dis.	17	100	53	24	96	46		
3	SPED	1	---	---	3				
3	LEP C	4	---	---	8	100	75		
3	LEP M1								
3	LEP M2								
4	All	74	91	34	62	92	32		
4	AA	22	86	32	13	77	31		
4	Hispanic	17	82	12	9	100	22		
4	White	33	97	45	37	95	38		
4	Eco. Dis.	24	88	25	22	86	27		
4	SPED	3	---	---	2				
4	LEP C	3	---	---	4				
4	LEP M1								
4	LEP M2								
5	All	77	100	39	88	98	55		
5	AA	16	100	38	28	100	39		
5	Hispanic	16	100	38	22	91	45		
5	White	43	100	40	35	100	71		
5	Eco. Dis.	19	100	47	31	97	39		
5	SPED	2	---	---	3				
5	LEP C	3	---	---	3				
5	LEP M1								
5	LEP M2	1	---	---					

Paloma Creek Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	72	96	42	62	92	34		
4	AA	22	100	23	13	92	23		
4	Hispanic	17	88	35	9	78	11		
4	White	31	97	55	37	95	43		
4	Eco. Dis.	24	96	42	22	91	27		
4	SPED	3	---	---	2				
4	LEP C	3	---	---	4				
4	LEP M1	2	---	---					
4	LEP M2								

Paloma Creek Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	63	89	22	88	99	50		
3	AA	12	83	17	23	96	39		
3	Hispanic	11	82	27	11	100	55		
3	White	38	92	24	50	100	52		
3	Eco. Dis.	17	88	41	24	96	42		
3	SPED	2	---	---	3				
3	LEP C	5	80	0	8	100	63		
3	LEP M1								
3	LEP M2								
4	All	74	88	32	62	97	24		
4	AA	22	86	23	12	92	25		
4	Hispanic	17	71	24	9	100	33		
4	White	33	97	42	37	97	22		
4	Eco. Dis.	24	75	29	21	95	14		
4	SPED	3	---	---	2				
4	LEP C	3	---	---	5	100	40		
4	LEP M1	2	---	---					
4	LEP M2								
5	All	78	99	41	88	100	52		
5	AA	16	100	44	28	100	43		
5	Hispanic	16	94	13	22	100	41		
5	White	44	100	50	35	100	69		
5	Eco. Dis.	20	95	40	31	100	42		
5	SPED	3	---	---	3				
5	LEP C	3	---	---	3				
5	LEP M1								
5	LEP M2	1	---	---					

Paloma Creek Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	76	96	49	88	91	47		
5	AA	16	100	25	28	82	25		
5	Hispanic	16	81	31	22	86	32		
5	White	42	100	64	35	100	74		
5	Eco. Dis.	19	89	26	31	84	42		
5	SPED	0			3				
5	LEP C	3	---	---	3				
5	LEP M1								
5	LEP M2	1	---	---					

Paloma Creek Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Paloma Creek Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- PEIMS Reports from Mr. Lagletter
- School Data from office staff
- Teachere input
- EXPO information from EXPO teacher

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

Findings/Analysis

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

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

Strengths

- Total white and African Am. Population increases
- Total At-Risk White and African Am. Population decreases
- Bubble students K-2 are served through literacy groups
- Struggling students 3-5 are served through small group instruction.
- Overrepresentation of Whites in EXPO

Needs

- Monitor/Reduce Hispanic At-risk students with vocabulary and SIOP strategies
- Monitor Dyslexia students to be served in appropriate groups on a daily basis
- Monitor/Increase referrals for hard to identify gifted students.
- Underrepresentation of economically disadvantaged students in EXPO
-

Summary of Needs

- Monitor to help reduce the amount of Hispanic At-Risk students by encouraging teachers to use SIOP Strategies
- Consider providing additional serviced for Dylexia students to become more successful
- Educate/train teachers on how to identify "hard to identify" EXPO students.
- Examine our under representation of black and Hispanic EXPO percentages through screenings

Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AWARE Reports
- K-2 ELI (BOY, MOY)
- 3-5 grades Benchmarks
- 3-5 grades TAKS results Reading and Math
- AEIS Reports

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

Findings/Analysis

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

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

Strengths

- Overall TAKS scores for all areas were excellent
- Our staff has been progressing steadily and slowing in implementing PLC methods to help improve instruction.
- We showed growth in Math results overall. It was our weakness and it has become our strength.
- No major discrepancies were noted among the subgroups for all subjects tested.
- ELI and DRA (K-2nd) indicate Hispanic and females scored higher in all categories.
- Strong intervention process is in place with Falcon Time.

Needs

- We need interventions to help our Special Education students in Science TAKS.
- We need to improve our inclusion team to provide more support and inclusion services in the classrooms.
- We need to improve our commended performance ratings in all areas.
- Economically Disadvantaged subgroup in 5th grade (33 students) did not score well and we need to focus on improving this scoring.
- We need to examine how we can better differentiate instruction to meet the needs of Af. Am. LEP and At-Risk students.
- Need to continue to use our Falcon Time to increase instruction for deficiencies.
- Use Falcon time effectively every time to tutor students for added learning.

Summary of Needs

- Our TAKS scores in all areas were over the 90% percent. The subgroups did well over the 90% as well but our Science scores were at 86% passing. What really did not help were the scores of our Economically Disadvantaged students.
- For the first time we had an SES subgroup in 5th grade Science and we scored a 76% passing. This kept us from an exemplary rating.

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Computerized database of volunteers
- Surveys sent to parents
- PTA Members
- Interviewing students
- Discussion with staff members

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

Findings/Analysis

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

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

Strengths

- Of the students interviewed 90% think that the climate overall is satisfactory.
- Our staff works to align themselves with our mission and vision statements of maximizing students potential for a lifetime.
- Of the teachers interviewed 90% were satified and happy and they believe that there is a great rapport with the students and teachers.
- Reward systems are in place
- Social opportunites for students and staff are provided.
- A variety of extracurricular activities are available.

Needs

- Monitor/increase communication between administration, staff and team to team.
- Improve the school-wide discipline to respect from student to student.
- Implement a rubric of consequences when students make bad choices and end up in ISS and OSS.
- There needs to be an awareness campaign for identifying and putting forth consequences to bullying.
- There is a need for extra-curricular activities geared toward students that are academically challenged to give them a more positive view of the school.

Summary of Needs

- Staff needs to become more cognizant of identifying and following through with consequences for bullies. We need to train the school, students, community about bullying. What is bullying. How we handle it and what the consequences are.
- We need to increase communication between administration, staff and team to teams.
- School wide rubric of consequences for students who make bad choices at school.

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Yearbook
- Professional development hours tallied by staff
- TAKS scores
- Staff attendance rates
- Observations
- Certifications and Specializations
- District guidelines
- Certifiecation requirements

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

Findings/Analysis

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

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

Strengths

- Teachers are able to engage students to learning
- There is a strong use of technology in the classrooms
- Teachers are able to take students to higher order thinking skills
- 21% of our staff misses only 5 days of school or less.
- There is a high ratio of teachers that are retained (84%)
- We have a highly qualified and trained Life Skills staff.
- Highest needs students generally pass TAKS tests.

Needs

- All staff needs to be ESL certified
- Monitor/lower the percentage of teacher who miss 10 days of school or more. 34% of our teachers miss 10 or more days.
- We need to create an incentive to entice teacher to high attendance.
- We need to offer praise and awards to those teachers that have high attendance rates.
- Improve mentor teacher program
- Improve team/campus building activities.
- More collaboration among teams; allowing for the sharing of ideas.

Summary of Needs

- Overall, the staff needs an incentive to come to school and be effective. When a teacher misses school the students stay behind.
- Improve the mentor program to help new teachers be more effective.
- Continue to create and implement team/campus building activities.
- Allow for the collaboration of teams and help to create an environment for the teams to share ideas for instruction and learning.

Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- The partnership for 21st Century Skills @ www.p21.org
- Lesson Plans
- Eduphoria - Scope and Sequence
- Staff Development resources
- Verticle teaming feedback sheets
- PLC team minutes
- Falcon Logs to report how FT was used

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

Findings/Analysis

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

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

Strengths

- Teachers meet to PLC every Tuesday
- School is aligned with 21st Century Learning Skills
- Conducting frequent assessments to track student progress
- Use of Valuable curriculum initiatives ie. Rock and Roll Math….etc.
- Effective use of Falcon Time to assist learners with additional instruction
- Keeping sharp with staff development
- Collaboration among teachers and teams
- Use of many interventions….EXPO, Dyslexia, Speech….etc.
- Good use of our Math interventionist

Needs

- Monitor and increase opportunities for students to use and incorporate information, technology and media skills
- Monitor and expect the students to learn the importance of life and career skills.
- Monitor to ascertain that the specific needs of students are being met.
- Increase the times that teachers meet vertically.
- Increase the use of common assessments and sharing of the students
- Increase the times for planning, PLC meetings and Falcon Time instruction.

Summary of Needs

- Need more resources to consistently implement interventions that help student learning
- Time to create grade level rubrics (collaboration)
- Additional structured time for planning/discussion

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Parent Volunteer Information from database
- List of volunteers noted for appreciation
- Informal conversations with teachers
- Formal survey sent to parents
- CLT meetling logs
- PTA membership information
- PTA resources and fundings for PCE
- PTA calendar of events
- Automated phonecalls made to community

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

Findings/Analysis

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

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

Strengths

- Businesses support Paloma Creek
- Businesses fundings support school events
- 799 volunteer hours during this school year
- 73 different volunteers and 48 are recurring volunteers.
- Falcon Festival attendance 77% of families
- Daddy Daughter dance attendance 54% of families
- Book Fair attendance 48% of families
- PTA meetings attendance 42% of families
- Science Night, Fiesta Math night, Dessert and the Arts, Mother/Son Basketball and Tree lighting and Family Literacy night.
- CLT allows all community members to be involved in school decisions.

Needs

- Monitor to increase participation in events where the percentages of attendance is low.
- Build more partnerships that are willing to support families outside of the school.
- Monitor to increase the lack of volunteer participation in the second semester.
- Continue to improve CLT membership by inviting business members to become involved in CLT.
-

Summary of Needs

- Work to increase participation of parents in events that do not have good attendance.
- Work to build more partnerships with business communities.
- Increase incentives to entice volunteers to become involved in the second semester.
- Continue to provide fun and meaningful community activities for the family and community to be involved in.

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Master Schedule
- Falcon Time logs
- Interviews with staff
- CLT roster and minutes
- Parent surveys
- Student Surveys
- Community Surveys
- PLC artifacts from each grade team
- Falcon Time tutoring

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

Findings/Analysis

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

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

Strengths

- Students/parents feel that they belong
- Students/parents feel safe at school.
- Students enjoy the school.
- Parents are informed in a variety of ways.
- Positive results in questionnaires from the surveys given out.
- Math and Reading Interventionist
- Falcon Time for tutoring/enrichement
- CLT gives representation to all teams, staff, community and central personnel.
- Positive and friendly administration and office staff

Needs

- Monitor to ensure that students also have representation in the decisions being made for the school.
- Increased time to accommodate interventions on a regular basis
- Monitor/increase awareness of student expectations in terms of respect.

Summary of Needs

- Increase the amount of surveys done during the year to gain useful and timely information.
- Immediate information given to staff of decisions taken by the CLT.
- Create and include Power PLC meetings for more teacher input.
- Implement a student congress for students to feel a sense of ownership of decisions made.
- Place a visible suggestion box for input on overall school context and organization.

Technology

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Star Chart
- TEA Website
- Student Handbook
- Teacher Handbook
- AUP
- Denton ISD website
- "O" Drive
- Technology Integrator
- Technology training materials
- TIA folder

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

Findings/Analysis

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

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

Strengths

- Good use of computers in each classroom.
- Good technology training offered by district.
- Computer labs are use effectively
- Campus Tech is readily available to answer questions and repair.
- Lots of Hands on Learning
- Student-led learning
- Lots of resources available.
- interactive learning tools available.
- software programs available in library and each classroom.
- classroom websites.

Needs

- Need more Campus Tech time on one campus
- Need for newer technology equipment
- Examine making Computers a part of specials next year.
- Needs to use Smartboards.
- Need more money to buy new equipment.
- Replacing aging computers.
- Increase techology trainings.

Summary of Needs

- Examine a better use of the TI and Campus Tech to ensure teacher and student techology needs are more adequately met.
- Proper training will allow for better time management and cut down on prep time.
- Knowing to use technology is a timesaver.
- Ensure that Classworks is up and running. It is frustrating and there is a loss of time when teachers prepare for Classwork instruction and then the program is not working.
- There is a need for additional money for newer and more updated technology for the classroom.

Comprehensive Needs Assessment Summary of Priority Needs

Demographics:
Monitor to help reduce the amount of Hispanic At-Risk students by encouraging teachers to use SIOP Strategies
Consider providing additional serviced for Dylexia students to become more successful
Educate/train teachers on how to identify "hard to identify" EXPO students.
Examine our under representation of black and Hispanic EXPO percentages through screenings

School Culture and Climate:
Staff needs to become more cognizant of identifying and following through with consequences for bullies. We need to train the school, students, community about bullying. What is bullying. How we handle it and what the consequences are.
We need to increase communication between administration, staff and team to teams.
School wide rubric of consequences for students who make bad choices at school.

Curriculum, Instruction and Assessment:
Need more resources to consistently implement interventions that help student learning
Time to create grade level rubrics (collaboration)
Additional structured time for planning/discussion

School Content and Organization:
Increase the amount of surveys done during the year to gain useful and timely information.
Immediate information given to staff of decisions taken by the CLT.
Create and include Power PLC meetings for more teacher input.
Implement a student congress for students to feel a sense of ownership of decisions made.
Place a visible suggestion box for input on overall school context and organization.

Student Achievement:
Our TAKS scores in all areas were over the 90% percent. The subgroups did well over the 90% as well but our Science scores were at 86% passing. What really did not help were the scores of our Economically Disadvantaged students.
For the first time we had an SES subgroup in 5th grade Science and we scored a 76% passing. This kept us from an exemplary rating.

Teacher Quality:
Overall, the staff needs an incentive to come to school and be effective. When a teacher misses school the students stay behind.
Improve the mentor program to help new teachers be more effective.
Continue to create and implement team/campus building activities.
Allow for the collaboration of teams and help to create an environment for the teams to share ideas for instruction and learning.

Family and Community Involvement:
Work to increase participation of parents in events that do not have good attendance.
Work to build more partnerships with business communities.
Increase incentives to entice volunteers to become involved in the second semester.
Continue to provide fun and meaningful community activities for the family and community to be involved in.

Technology:
Examine a better use of the TI and Campus Tech to ensure teacher and student techology needs are more adequately met.
Proper training will allow for better time management and cut down on prep time. Knowing to use technology is a timesaver.
Ensure that Classworks is up and running. It is frustrating and there is a loss of time when teachers prepare for Classwork instruction and then the program is not working.
There is a need for additional money for newer and more updated technology for the classroom.

Board Summary
Campus Improvement Plans
2011-12

Paloma Creek Elementary School

Wildy Important Goals for 2011-12
WIG 1: Within our professional learning community, we will improve the current stages of staff trust (Susan Stephenson's book, Leading with Trust, How to Build Strong School Teams) in our formative staff survey which we gave in August from 20-29 (Early Trust) to 40-50 (Mature Trust) by May 2012 as measured by a summative staff survey.
WIG 2: By May of 2012, the number of students at or above reading grade level will increase from 76% to 95% as measured by utilizing ELI (K-2) and increase from current to 95% as measured by DRA/SRI (3-5).
WIG 3: Math performance will increase from 62% to 95% of Kindergarten to Second grade students achieving stage 3 on Kathy Richardson and from 73% to 95% of Third through Fifth grade students mastering (80%) district math benchmarks by May 2012.

Campus Improvement Plan
Paloma Creek Elementary School

WIG 1

Within our professional learning community, we will improve the current stages of staff trust (Susan Stephenson's book, Leading with Trust, How to Build Strong School Teams) in our formative staff survey which we gave in August from 20-29 (Early Trust) to 40-50 (Mature Trust) by May 2012 as measured by a summative staff survey.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Book study on Leading With Trust by Susan Stephenson to be presented by each grade level and support area during the monthly staff meeting **Person(s) Responsible:** All Staff **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Leading With Trust by Susan Stephenson	[ ]	[ ]		Staff meeting sign in sheets	Staff response and future surveys	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vertical Planning with teams above or below each grade every six weeks **Person(s) Responsible:** Grade level teachers **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	TEKS, Scope and Sequence	[ ]	[ ]		Meeting notes	Administrator observation, teacher reports, self reports	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Participation in grade level planning by each team weekly **Person(s) Responsible:** The members of the grade level teams, inclusion and support staff **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	TEKS, Scope and Sequence, District Adopted Textbooks, Curriculum Coordinators	[ ]	[ ]		Anchor walks by administration, lesson plans, meeting notes	Assessment and project scores, grades, ELI	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Participation in PLC meetings by each grade level and administration monthly **Person(s) Responsible:** Grade level teams, support staff, and administration **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Smart goals, common assessments	[ ]	[ ]		Meeting notes, student work samples	Assessment scores, benchmarks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Involvement in staff meetings monthly **Person(s) Responsible:** All staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff surveys, communication, questionaires, professional development, presentations	[ ]	[ ]		Staff meeting sign in sheets, participation levels, reflection feedback	Increase of participation and trust, results of surveys and questionaires	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Team building activities **Person(s) Responsible:** All staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, community adopters, special events committee, sunshine committee, staff awards	[ ]	[ ]			surveys and questionaires, paper plate awards	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Falcon time weekly **Person(s) Responsible:** Classroom teachers, specials teachers, inclusion teachers, para-professionals **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	PLC data, common assessment data, Aware, computer labs	[ ]	[ ]		Falcon time logs, administrator observations	benchmark scores, common assessment scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Prepare and hold a Family Math Night **Person(s) Responsible:** Math Curriculum Committee **Completion Date:** January **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UNT Student Teachers, Pal. Crk. Staff, campus budget & sch. budget	[ ]	[ ]		Family Night Agendas	Attendance, Staff evals.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Align Math Curriculum to needed resources **Person(s) Responsible:** Campus Leadership **Completion Date:** Sept to May **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus Budget	[ ]	[ ]		Needs, Anchor Walks, Lesson Plans	Math Benchmarks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Use technology to improve instruction **Person(s) Responsible:** ITS/CTs **Completion Date:** All year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TI	[ ]	[ ]		Needs, Anchor walks, Lesson Plans	Staff evals.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
In the area of Science: Science taught in every grade level with a hands-on, interactive approach **Person(s) Responsible:** Principal **Completion Date:** All year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	School Budget	[ ]	[ ]		Lesson plans, Anchor walks	Sci. Fair Entries	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Prepare and hold a Family Science Night **Person(s) Responsible:** 5th Grade science teacher, Science Committee **Completion Date:** January **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Sci Fair Chairman,	[ ]	[ ]		Attendance	Science TAKS scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Increase Science Fair participation by requiring all fourth and fifth graders and EXPO students to particpate **Person(s) Responsible:** EXPO teacher, Science Fair Committee **Completion Date:** January **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Ed. Leave for 5th grade teachers to judge	[ ]	[ ]		Number of science fair participants	Science TAKS scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Push in Reading specialist to enhance learning opportunities for the students and teachers **Person(s) Responsible:** Brenda Dulin **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Reading Specialist - .5 position $32,984	[ ]	[X]	.5	Benchmarks	TAKS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Align science curriculum to needed resources with emphasis on Earth Science **Person(s) Responsible:** 5th Grade science teacher and administrator **Completion Date:** Fall **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	School Budget	[ ]	[ ]		Number of student involved	Science TAKS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to develop the outdoor learning classroom through alternative funding sources **Person(s) Responsible:** Recycling Committee, 5th grade science teacher **Completion Date:** May Completion **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Recycling Funds	[ ]	[ ]		Progress on Outdoor classroom and usage	Science TAKS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
In the area of Language Arts and Social Studies: **Person(s) Responsible:** Admin. **Completion Date:** TBA **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Curriculum Dept.	[ ]	[ ]		Staff Developmentel evaluation	TAKS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff development by DISD Social Studies Coordinator and staff, for teachers **Person(s) Responsible:** Administration, Social Studies Coordinator **Completion Date:** Stacey Kockler **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Curriculum Dept. Campus Budget	[ ]	[ ]		Staff Development evaluations	Reading TAKS scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Staff development on the Reader's Workshop and Guided Reading **Person(s) Responsible:** Campus Administration **Completion Date:** All year PLC sessions **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	PLC sessions, Planning times	[ ]	[ ]		Lesson Plans, Anchor walks	TAKS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff development time for Write from the Beginning training to the entire staff. **Person(s) Responsible:** Campus Administration, Moseley **Completion Date:** throughout the year. **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Using a Mark Moseley, our Writing from the Beginning trainer to present to the entire staff.	[ ]	[ ]		periodic results.	End of year assessment for Write from the Beginning acquired knowledge.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Push in math specialist to enhance learning opportunities for the students and teachers **Person(s) Responsible:** Math Specialist - Brenda Dulin **Completion Date:** sept-may **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Math Specialist - .5 position $32,984	[ ]	[X]	.5	benchmarks	TAKS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Falcon TIme will be used to tutor and/or enrich studnts in every class twice a week for 35 minutes **Person(s) Responsible:** Admin, Classroom Teachers **Completion Date:** Sept. to May **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	All teachers	[ ]	[ ]		benchmarks	TAKS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Use Classworks reports to identify strengths and weaknesses for developing instruction. **Person(s) Responsible:** Classroom Teachers, Administration **Completion Date:** Sept-May **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Teachers, Paraprofessionals	[ ]	[ ]		Benchmarks	TAKS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Training will be provided to support the implementation of Classworks. Iformation gathered from Classworks will be used to identify strengths and weaknesses for developing instruction. **Person(s) Responsible:** Classroom Teachers, Administration **Completion Date:** Sept-May **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Teachers, Paraprofessionals	[ ]	[ ]		Benchmarks	TAKS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Paloma Creek Elementary School

WIG 2

By May of 2012, the number of students at or above reading grade level will increase from 76% to 95% as measured by utilizing ELI (K-2) and increase from current to 95% as measured by DRA/SRI (3-5).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Daily reading implementation to include: Cafe, Daily 5, Readers Workshop, Differentiated Instruction, Read around the World **Person(s) Responsible:** Classroom teachers, librarian, inclusion teachers, campus administrators **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Classroom libraries, school library, professional development	[ ]	[ ]		guided reading levels, ELI and DRA, running records	EOY ELI and DRA scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Small group instruction including: Reading Recovery, Literacy Groups, Falcon Time, and after school tutoring **Person(s) Responsible:** classroom teachers, reading specialist, reading recovery teacher, campus administrators **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Literacy library, school library, professional resources $64,717	[ ]	[ ]	1	guided reading levels, ELI and DRA, running records	EOY ELI and DRA scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continued implementation of the Inclusive model of classroom instruction **Person(s) Responsible:** Classroom teachers, inclusion teachers, campus administrators **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Inclusion teachers, para-professionals, reading materials	[ ]	[ ]		Student progess, ELI, Walk throughs	ELI, DRA, Common Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Gathering data in aware for RTI **Person(s) Responsible:** Classroom teachers, Specialists, Counselor, Campus administrators, Care Team **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Care Team, RTI data, student work, Falcon Time	[ ]	[ ]		Referral forms, Aware data	Services received or student progress made	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
District Benchmarks throughout the year **Person(s) Responsible:** Classroom teachers, campus administration, inclusion specialists, district personnel **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Curriculum, Small group instruction, falcon time, common assessments	[ ]	[ ]		Results from assessments	Benchmark scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Paloma Creek Elementary School

WIG 3

Math performance will increase from 62% to 95% of Kindergarten to Second grade students achieving stage 3 on Kathy Richardson and from 73% to 95% of Third through Fifth grade students mastering (80%) district math benchmarks by May 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Math classroom instruction including differentiated instruction, guided math, math stations, small group instruction **Person(s) Responsible:** Classroom teachers, math specialist, inclusion teachers, campus administrators, para-professionals **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math specialist, professional development, manipulatives, math curriculum, Karen Spalding $36,365	[ ]	[ ]	0.5	Anchor walks, lesson plans Falcon time logs	Kathy Richardson, district benchmark scores, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide inclusive small group instruction and model teaching by math specialists for at-risk students **Person(s) Responsible:** Reading and Math Specialist Campus Administrators **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus math materials, math specialist, math curriculum	[ ]	[ ]		Kathy Richardson assessments; Common assessments, Anchor walks	Kathy Richardson assesssments, District Benchmarks and Common Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Tutorials will be provided to meet the needs of all students during Falcon Time **Person(s) Responsible:** Classroom teachers, specialists, support staff and administration **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Classroom teachers, support staff, math specialist	[ ]	[ ]		Kathy Richardson, district benchmarks, common assessments	Kathy Richardson, district benchmarks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Semi-Monthly PLC meetings will be provided to allow time for the grade level teachers to plan, analyze data, and ensure success for all students. **Person(s) Responsible:** Classroom, Campus admin. **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Classroom teachers	[ ]	[ ]		PLC logs and anchor walks	Kathy Richardson and district benchmarks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Check points to ascertain student progress will be ongoing. **Person(s) Responsible:** Classroom teachers and admin. **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Classroom teachers and RR teachers.	[ ]	[ ]		Commom assessments, district benchmarks	Kathy Richardson and district benchmarks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Common assessments will be created and administered to all K-5 student to ensure all students are learning what is essential. **Person(s) Responsible:** Classroom teachers **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Classroom teachers, math specialist	[ ]	[ ]		Common Assessment Data, progress Monitoring	Kathy Richardson, district benchmarks and AWARE data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Paloma Creek Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Mark Stein
2) Classroom Teacher	Carolyn Stringfellow
3) Classroom Teacher	Sarah Carroll
4) Classroom Teacher	Myshondi Harris
5) Classroom Teacher	Christina Mobley
6) Classroom Teacher	Melissa Patterson
7) Campus-based Nonteaching Professional	Christy Broussard
8) Campus-based Paraprofessional and Operations Staff	Stacey Wells
9) District-level Professional	Teresa Hudson
10) Parent	Kathy Lawson
11) Parent	Marcy Meachum
12) Community Member	Angelica Guzman
13) Community Member	Marcia Chamblee
14) Business Representative	Kelly Wooten
15) Business Representative	David Gwen

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: PECAN CREEK EL

Campus #: 061901116

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Mathematics

Comparable Improvement: Reading

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	95%	93%	78%	92%	96%	*	*	*	*	*	90%	94%
	2010	92%	97%	96%	96%	> 99%	91%	98%	*	> 99%	*	*	88%	88%	93%
Mathematics	2011	88%	93%	94%	89%	78%	88%	90%	*	*	*	*	*	83%	88%
	2010	87%	93%	93%	96%	80%	83%	> 99%	*	> 99%	*	*	94%	81%	80%
All Tests	2011	83%	91%	90%	87%	67%	84%	90%	*	*	*	*	*	80%	88%
	2010	84%	92%	89%	95%	80%	86%	98%	*	> 99%	*	*	82%	80%	86%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	84%	*	69%	*	69%	*	*	*	*	*	*	69%	69%
	2010	85%	88%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
Mathematics	2011	77%	81%	*	46%	*	46%	*	*	*	*	*	*	46%	46%
	2010	74%	78%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
All Tests	2011	78%	79%	*	38%	*	38%	*	*	*	*	*	*	38%	38%
	2010	75%	77%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	95%	98%	> 99%	92%	99%	*	> 99%	*	*	> 99%	91%	88%
	2010	86%	91%	91%	92%	> 99%	89%	92%	*	*	*	*	86%	88%	79%
Mathematics	2011	89%	94%	93%	98%	> 99%	94%	> 99%	*	> 99%	*	*	> 99%	95%	> 99%
	2010	89%	92%	94%	97%	89%	> 99%	98%	*	*	*	*	> 99%	91%	> 99%
Writing	2011	91%	94%	95%	92%	> 99%	81%	94%	*	> 99%	*	*	79%	85%	75%
	2010	92%	93%	95%	95%	> 99%	93%	96%	*	*	*	*	85%	94%	93%
All Tests	2011	78%	86%	86%	90%	> 99%	79%	93%	*	> 99%	*	*	80%	80%	79%
	2010	78%	83%	85%	88%	89%	85%	90%	*	*	*	*	79%	79%	79%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	85%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	83%	82%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	74%	78%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	73%	69%	*	*	*	*	*	*	*	*	*	*	*	*
Writing	2011	93%	98%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	94%	97%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	75%	79%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	73%	70%	*	*	*	*	*	*	*	*	*	*	*	*

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	93%	98%	> 99%	97%	98%	*	> 99%	*	*	> 99%	97%	91%
	2010	86%	91%	94%	96%	> 99%	83%	99%	*	> 99%	*	*	92%	85%	63%
Mathematics	2011	86%	92%	93%	97%	> 99%	97%	98%	*	> 99%	*	*	92%	95%	91%
	2010	86%	92%	95%	95%	> 99%	83%	99%	*	83%	*	*	85%	88%	75%
Science	2011	86%	92%	93%	86%	> 99%	83%	88%	*	80%	*	*	58%	86%	64%
	2010	87%	90%	94%	93%	83%	89%	96%	*	83%	*	*	71%	85%	88%
All Tests	2011	76%	85%	84%	86%	> 99%	83%	88%	*	80%	*	*	62%	85%	64%
	2010	75%	82%	87%	89%	83%	72%	94%	*	83%	*	*	64%	73%	50%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	95%	96%	91%	92%	98%	*	> 99%	*	*	97%	92%	89%
	2010	90%	93%	95%	95%	> 99%	90%	96%	*	n/a	n/a	n/a	89%	88%	85%
Mathematics	2011	84%	88%	94%	94%	91%	87%	97%	*	> 99%	*	*	> 99%	88%	85%
	2010	84%	88%	94%	97%	90%	93%	99%	*	n/a	n/a	n/a	96%	90%	91%
Writing	2011	92%	94%	95%	92%	> 99%	85%	94%	*	> 99%	*	*	80%	87%	83%
	2010	93%	95%	95%	95%	> 99%	93%	96%	*	n/a	n/a	n/a	85%	94%	93%
Science	2011	83%	84%	93%	86%	> 99%	83%	88%	*	80%	*	*	58%	86%	64%
	2010	82%	86%	94%	93%	83%	89%	96%	*	n/a	n/a	n/a	71%	85%	88%
All Tests	2011	76%	81%	89%	86%	87%	76%	91%	*	94%	*	*	74%	78%	71%
	2010	76%	81%	87%	91%	85%	84%	95%	*	n/a	n/a	n/a	76%	80%	80%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	48%	46%	39%	31%	54%	*	53%	*	*	22%	34%	33%
	2010	32%	38%	43%	45%	45%	32%	49%	*	63%	*	*	35%	26%	26%
Mathematics	2011	29%	32%	42%	43%	30%	38%	46%	*	60%	*	*	30%	32%	29%
	2010	28%	31%	41%	48%	40%	36%	51%	*	75%	*	*	27%	32%	20%
Writing	2011	31%	39%	34%	30%	17%	18%	36%	*	14%	*	*	15%	18%	9%
	2010	32%	36%	30%	25%	56%	19%	22%	*	*	*	*	< 1%	9%	7%
Science	2011	30%	33%	55%	34%	33%	28%	35%	*	60%	*	*	8%	19%	18%
	2010	28%	30%	52%	38%	17%	17%	44%	*	50%	*	*	14%	15%	< 1%
All Tests	2011	16%	19%	25%	22%	13%	11%	28%	*	38%	*	*	8%	12%	11%
	2010	15%	17%	22%	25%	25%	12%	29%	*	44%	*	*	13%	8%	9%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%
	2010	85%	88%	> 99%	91%	*	92%	86%	*	*	*	*	91%	93%	88%
Mathematics	2011	77%	83%	91%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%
	2010	75%	79%	92%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%
Writing	2011	80%	88%	> 99%	89%	*	80%	*	*	*	*	*	89%	80%	*
	2010	80%	87%	> 99%	89%	*	80%	*	*	*	*	*	89%	86%	*
Science	2011	60%	60%	67%	75%	*	83%	*	*	*	*	*	75%	75%	*
	2010	58%	58%	50%	57%	*	*	*	*	*	*	*	57%	*	*
All Tests	2011	66%	73%	85%	86%	*	86%	> 99%	*	*	*	*	86%	83%	82%
	2010	64%	69%	83%	77%	*	83%	80%	*	*	*	*	77%	80%	88%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	99.9%	99.7%	100.0%	99.1%	100.0%	*	100.0%	-	-	100.0%	100.0%	98.6%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	93.9%	91.6%	95.8%	85.0%	94.4%	*	94.1%	-	-	33.3%	83.9%	81.4%
Not on TAKS	7.6%	7.6%	5.7%	8.1%	4.2%	14.0%	5.6%	*	5.9%	-	-	66.7%	16.1%	17.1%
TAKS(Acc) Only	2.4%	2.1%	1.2%	1.7%	0.0%	1.9%	2.0%	*	0.0%	-	-	14.3%	3.2%	2.9%
TAKS-M Only	3.1%	3.4%	1.9%	5.5%	4.2%	10.3%	3.1%	*	5.9%	-	-	45.2%	12.1%	12.9%
TAKS-Alt Only	0.9%	0.7%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Combination	1.3%	1.4%	1.4%	0.9%	0.0%	1.9%	0.5%	*	0.0%	-	-	7.1%	0.8%	1.4%
By Acct Status														
Acct System	94.0%	95.7%	95.1%	95.1%	95.8%	94.4%	95.4%	*	94.1%	-	-	90.5%	98.4%	92.9%
Non-Acct System	4.6%	3.5%	4.4%	4.6%	4.2%	4.7%	4.6%	*	5.9%	-	-	9.5%	1.6%	5.7%
Mobile	4.6%	3.5%	4.3%	4.6%	4.2%	4.7%	4.6%	*	5.9%	-	-	9.5%	1.6%	5.7%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.1%	0.3%	0.0%	0.9%	0.0%	*	0.0%	-	-	0.0%	0.0%	1.4%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.3%	0.0%	0.9%	0.0%	*	0.0%	-	-	0.0%	0.0%	1.4%
Total Count	3,231,780	15,537	281	346	24	107	196	2	17	0	0	42	124	70
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.7%	99.7%	100.0%	100.0%	99.5%	*	100.0%	-	-	100.0%	100.0%	97.9%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	92.8%	90.1%	81.0%	84.8%	92.6%	*	93.8%	-	-	34.0%	81.9%	80.9%
Not on TAKS	7.8%	7.7%	6.9%	9.6%	19.0%	15.2%	6.9%	*	6.3%	-	-	66.0%	18.1%	17.0%
TAKS(Acc) Only	2.3%	1.8%	1.5%	0.9%	0.0%	0.0%	1.5%	*	0.0%	-	-	6.4%	1.1%	0.0%
TAKS-M Only	3.3%	3.8%	2.6%	6.8%	19.0%	13.9%	3.0%	*	6.3%	-	-	46.8%	14.9%	14.9%
TAKS-Alt Only	0.8%	0.7%	0.4%	0.3%	0.0%	0.0%	0.5%	*	0.0%	-	-	2.1%	0.0%	0.0%
Combination	1.3%	1.3%	1.1%	1.5%	0.0%	1.3%	2.0%	*	0.0%	-	-	10.6%	2.1%	2.1%
By Acct Status														
Acct System	90.0%	91.0%	90.4%	90.7%	81.0%	83.5%	94.6%	*	93.8%	-	-	51.1%	85.1%	83.0%
Non-Acct System	8.6%	8.1%	8.5%	9.0%	19.0%	16.5%	4.9%	*	6.3%	-	-	48.9%	14.9%	14.9%
Mobile	4.4%	3.6%	5.0%	1.9%	0.0%	2.5%	1.5%	*	0.0%	-	-	0.0%	0.0%	0.0%
Non-Acct Test	4.2%	4.5%	3.3%	7.1%	19.0%	13.9%	3.4%	*	6.3%	-	-	48.9%	14.9%	14.9%
Not Tested	1.4%	0.9%	0.4%	0.3%	0.0%	0.0%	0.5%	*	0.0%	-	-	0.0%	0.0%	2.1%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	0.3%	0.0%	0.0%	0.5%	*	0.0%	-	-	0.0%	0.0%	2.1%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	253	323	21	79	203	3	16	0	0	47	94	47

District Name: DENTON ISD
Campus Name: PECAN CREEK EL
Campus #: 061901116

Total Students: 668
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	50%	80%	*	80%	80%	*	*	*	*	> 99%	86%	*
	2010	50%	53%	65%	40%	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	43%	56%	80%	*	67%	*	*	*	*	*	*	78%	80%
	2010	45%	52%	60%	56%	*	*	*	*	*	*	*	67%	50%	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	94	92	*	*	*	*	*	*	*	*	*	*
	2010	86	90	112	117	*	*	*	*	*	*	*	*	94	*
Mathematics	2011	64	66	95	93	*	*	*	*	*	*	*	*	89	*
	2010	70	77	100	*	*	*	*	*	*	*	*	*	*	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	7%	3%	< 1%	3%	4%	*	< 1%	*	*	< 1%	3%	9%
	2010	15%	10%	6%	6%	17%	17%	3%	*	< 1%	*	*	14%	15%	38%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	> 99%
	2010	92%	96%	98%	96%	> 99%	83%	99%	*	> 99%	*	*	93%	85%	63%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	7%	3%	< 1%	3%	2%	*	< 1%	*	*	8%	5%	9%
	2010	14%	9%	5%	7%	17%	17%	3%	*	17%	*	*	21%	12%	25%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	98%	99%	> 99%	97%	> 99%	*	> 99%	*	*	> 99%	97%	91%
	2010	92%	95%	98%	98%	> 99%	89%	> 99%	*	> 99%	*	*	93%	92%	75%
English Language Learners Progress Indicator															
2010-11		80%	86%	92%	83%	*	81%	*	*	> 99%	*	*	93%	79%	78%
2009-10		79%	85%	89%	84%	*	83%	*	*	*	*	*	82%	81%	81%
Attendance Rate @															
2009-10		95.5%	95.9%	96.4%	96.3%	96.0%	96.5%	96.1%	*	97.8%	-	-	95.8%	96.1%	96.7%
2008-09		95.6%	95.9%	96.6%	96.8%	96.2%	97.0%	96.8%	*	n/a	n/a	n/a	96.0%	96.5%	97.5%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		668	100.0%	23,980	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.7%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	2.9%	3.0%	4.5%
	Kindergarten	117	17.5%	13.7%	8.5%	7.6%
	Grade 1	107	16.0%	15.8%	8.5%	7.9%
	Grade 2	109	16.3%	15.2%	8.8%	7.7%
	Grade 3	106	15.9%	17.4%	8.5%	7.6%
	Grade 4	135	20.2%	19.0%	7.9%	7.6%
	Grade 5	94	14.1%	14.3%	7.9%	7.6%
	Grade 6	0	0.0%	0.9%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.0%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	48	7.2%	6.2%	11.6%	12.9%
	Hispanic	200	29.9%	28.4%	30.8%	50.3%
	White	387	57.9%	57.8%	52.9%	31.2%
	Native American	7	1.0%	0.5%	0.9%	0.5%
	Asian	25	3.7%	4.1%	2.6%	3.4%
	Pacific Islander	1	0.1%	0.1%	0.1%	0.1%
	Two or More Races	0	0.0%	2.9%	1.2%	1.6%
Economically Disadvantaged		242	36.2%	35.6%	41.5%	59.2%
Limited English Proficient (LEP)		144	21.6%	10.2%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		2	0.3%	0.2%	1.3%	1.9%
At-Risk		222	33.2%	29.5%	35.1%	46.3%
Mobility (2009-10)		39	7.0%	11.5%	17.1%	18.2%
Number of Students per Teacher		13.9	n/a	14.8	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	2.2%	1.9%	2.1%	2.3%	28.6%	8.8%	14.3%	10.7%
Grade 1	0.0%	2.9%	1.5%	4.7%	0.0%	4.3%	8.5%	8.9%
Grade 2	0.0%	1.2%	0.8%	2.8%	0.0%	3.3%	3.8%	4.1%
Grade 3	0.0%	0.8%	1.1%	2.0%	0.0%	0.2%	1.4%	1.8%
Grade 4	0.0%	0.6%	0.1%	1.1%	0.0%	0.9%	0.4%	0.9%
Grade 5	1.2%	0.6%	0.4%	1.3%	0.0%	1.3%	2.0%	1.3%
Grade 6	-	0.0%	0.1%	0.7%	-	0.0%	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	19.2	18.7	18.8	19.0
	Grade 1	18.6	18.7	18.9	18.9
	Grade 2	22.0	18.9	18.8	18.8
	Grade 3	21.0	18.7	19.1	18.8
	Grade 4	19.3	19.5	20.3	19.0
	Grade 5	23.5	22.8	21.9	21.4
	Grade 6	-	21.8	20.9	20.7
	Mixed Grades	6.2	28.0	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	65.4	100.0%	100.0%	100.0%	100.0%
Professional Staff:	56.5	86.4%	84.6%	72.3%	63.4%
Teachers	47.9	73.3%	73.0%	56.2%	50.5%
Professional Support	6.6	10.1%	8.2%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	3.1%	3.4%	2.7%	2.8%
Educational Aides:	8.9	13.6%	15.4%	7.9%	9.5%
Total Minority Staff:	10.7	16.3%	16.6%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	1.0	2.1%	1.9%	6.5%	9.3%
Hispanic	6.8	14.1%	10.5%	11.7%	23.7%
White	40.2	83.8%	83.8%	78.4%	63.9%
American Indian	0.0	0.0%	0.3%	0.8%	0.4%
Asian	0.0	0.0%	2.3%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.2%	2.1%	1.3%
Males	7.0	14.6%	6.1%	24.0%	23.2%
Females	40.9	85.4%	93.9%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	2.0	4.2%	4.0%	4.8%	6.0%
1-5 Years Experience	5.5	11.6%	25.7%	31.8%	30.0%
6-10 Years Experience	18.3	38.1%	21.0%	22.7%	21.1%
11-20 Years Experience	12.3	25.7%	30.5%	25.5%	25.0%
0ver 20 Years Experience	9.8	20.4%	18.8%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	12.3 yrs.	12.1 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	8.4 yrs.	8.0 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,600	$43,127	$45,521	$41,272
1-5 Years Experience	$47,515	$44,955	$47,448	$44,013
6-10 Years Experience	$48,020	$46,977	$48,287	$46,604
11-20 Years Experience	$52,076	$50,439	$51,852	$50,476
Over 20 Years Experience	$63,737	$58,683	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$52,153	$49,562	$51,120	$48,638
Professional Support	$51,187	$53,584	$55,177	$57,045
Campus Administration (School Leadership)	$66,312	$72,407	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	6.1	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$4,178,716	100.0%	$6,489	$4,369,778	100.0%	$6,785	$147,296,455	100.0%	$6,054
Instruction (11,95)	$3,181,406	76.1%	$4,940	$3,188,661	73.0%	$4,951	$112,193,288	76.2%	$4,612
Instructional-Related Services (12,13)	$182,569	4.4%	$283	$186,984	4.3%	$290	$5,740,253	3.9%	$236
Instructional Leadership (21)	$63,063	1.5%	$98	$63,063	1.4%	$98	$2,038,678	1.4%	$84
School Leadership (23)	$204,605	4.9%	$318	$207,774	4.8%	$323	$9,488,432	6.4%	$390
Support Services-Student (31,32,33)	$236,312	5.7%	$367	$244,868	5.6%	$380	$7,015,015	4.8%	$288
Other Campus Costs (35,36,51,52,53)	$310,761	7.4%	$483	$478,428	10.9%	$743	$10,820,789	7.3%	$445
By Program:									
Total Operating Expenditures	$3,867,955	100.0%	$6,006	$3,878,442	100.0%	$6,022	$136,002,073	100.0%	$5,590
Bilingual/ESL Education (25)	$197,235	5.1%	$306	$197,235	5.1%	$306	$5,865,348	4.3%	$241
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$52,697	0.0%	$2
Accelerated Education (24,30)	$127,249	3.3%	$198	$128,182	3.3%	$199	$10,387,969	7.6%	$427
Gifted & Talented Education (21)	$90,340	2.3%	$140	$90,340	2.3%	$140	$2,554,989	1.9%	$105
Regular Education (11)	$2,718,374	70.3%	$4,221	$2,718,374	70.1%	$4,221	$94,847,227	69.7%	$3,899
Special Education (23)	$734,757	19.0%	$1,141	$744,311	19.2%	$1,156	$22,289,325	16.4%	$916
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$4,518	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	144	21.6%	9.8%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	28	4.2%	7.4%	8.7%	7.7%
Special Education	69	10.3%	8.7%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	6.5	13.6%	4.8%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.6%	4.0%
Compensatory Education	1.0	2.0%	3.3%	5.0%	2.9%
Gifted & Talented Education	1.0	2.1%	1.5%	1.7%	1.9%
Regular Education	31.6	65.9%	81.4%	68.0%	73.4%
Special Education	7.9	16.4%	8.9%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

	Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% LEP	% Afr_Amer	% Mobility
	015901104	WOODRIDGE EL	ALAMO HEIGHTS ISD	59.2	27.8	36.2	12.3	1.0	7.9
	015910129	ENCINO PARK EL	NORTH EAST ISD	57.6	9.8	31.7	2.5	1.5	6.5
	016902101	BLANCO EL	BLANCO ISD	59.2	57.6	38.3	8.4	1.1	15.6
	018902101	MERIDIAN EL	MERIDIAN ISD	57.1	63.3	35.3	9.0	1.7	12.5
	020901105	E C MASON ELEMENTARY	ALVIN ISD	58.8	47.7	29.4	4.7	7.0	17.1
	020905111	BESS BRANNEN EL	BRAZOSPORT ISD	57.4	32.5	32.9	6.4	2.6	13.0
	026901042	CALDWELL INT	CALDWELL ISD	58.0	56.8	32.1	13.3	8.9	9.4
	043914102	T F BIRMINGHAM EL	WYLIE ISD	57.9	31.9	20.2	11.4	14.1	10.8
	043914108	RITA SMITH EL	WYLIE ISD	57.9	24.5	30.6	19.9	6.2	9.6
>	061901116	PECAN CREEK EL	DENTON ISD	57.9	36.2	29.9	21.6	7.2	7.0
	061911113	J LYNDAL HUGHES EL	NORTHWEST ISD	57.1	28.3	21.9	10.3	10.7	9.0
	061912105	SHADY SHORES EL	LAKE DALLAS ISD	58.9	36.6	25.7	10.2	6.9	10.1
	084910116	JOHN F WARD EL	CLEAR CREEK ISD	59.3	24.6	20.0	10.9	8.3	13.3
	084910119	WEDGEWOOD EL	CLEAR CREEK ISD	57.0	42.9	25.6	5.6	10.9	12.5
	094904102	NORMA KRUEGER EL/BERT KA	MARION ISD	56.9	51.6	38.2	5.3	2.1	7.8
	101914107	CIMARRON ELEMENTARY	KATY ISD	58.4	32.4	28.0	9.1	7.2	13.1
	101916106	LOMAX EL	LA PORTE ISD	58.1	39.9	35.4	2.4	3.0	14.0
	126903101	ADAMS EL	CLEBURNE ISD	56.9	66.9	35.6	22.5	3.9	16.6
	146902105	KIMMIE M BROWN EL	DAYTON ISD	58.4	64.1	29.7	15.3	9.2	14.8
	161903107	CASTLEMAN CREEK EL	MIDWAY ISD	56.7	42.0	22.8	6.1	13.8	16.4
	170902109	OAK RIDGE EL	CONROE ISD	57.7	41.5	30.8	15.4	4.2	12.4
	170902113	HAILEY EL	CONROE ISD	57.3	39.5	24.6	7.1	8.5	15.0
	171901103	HILLCREST EL	DUMAS ISD	57.2	33.3	39.7	11.8	0.3	10.3
	188901121	PARAMOUNT TERRACE EL	AMARILLO ISD	58.1	49.0	31.4	3.4	4.4	11.2
	199902106	MISS MAY VERNON EL	ROYSE CITY ISD	56.4	37.9	31.6	16.3	7.4	13.8
	220901137	COREY EL	ARLINGTON ISD	58.0	38.4	23.5	8.9	12.0	11.7
	220902117	FOSTER VILLAGE EL	BIRDVILLE ISD	56.5	60.0	25.9	8.2	9.6	11.7
	220902121	WALKER CREEK EL	BIRDVILLE ISD	59.0	35.8	30.8	18.8	4.0	10.7
	220907117	FREEDOM EL	KELLER ISD	58.4	17.7	20.2	6.1	9.0	11.8
	220908118	MARY JO SHEPPARD EL	MANSFIELD ISD	56.9	34.8	22.0	8.4	12.3	14.1
	220914102	JAMES F DELANEY EL	KENNEDALE ISD	57.6	41.9	21.9	10.2	11.0	16.2
	226903120	SANTA RITA EL	SAN ANGELO ISD	59.4	44.0	35.0	2.2	2.9	10.8
	227901146	ZILKER EL	AUSTIN ISD	58.5	33.8	32.3	8.4	2.9	8.7
	227901181	MILLS EL	AUSTIN ISD	56.8	7.2	23.0	11.4	2.8	5.3
	243905107	CROCKETT EL	WICHITA FALLS ISD	57.0	50.1	30.0	7.8	4.2	14.4
	246904106	RAYE MCCOY EL	GEORGETOWN ISD	57.4	46.8	34.4	12.4	4.5	13.3
	246909126	FOREST CREEK EL	ROUND ROCK ISD	58.4	10.4	22.2	3.6	5.3	8.1
	246909130	BLACKLAND PRAIRIE EL	ROUND ROCK ISD	57.0	10.0	21.0	5.7	4.7	4.4
	246913116	JIM PLAIN EL	LEANDER ISD	59.2	37.7	28.7	7.7	6.9	16.4
	246913121	WESTSIDE EL	LEANDER ISD	56.7	23.1	34.3	19.7	1.0	7.4
	249905101	RANN EL	DECATUR ISD	57.6	49.9	38.0	28.3	0.8	12.8
		Group Average		57.8	35.6	28.4	10.2	6.2	11.5

*** Order of columns will vary on lists for other campuses ***

	Campus Name	Reading (1) Number Matched Students	Reading (2) 2010 Avg Scale Score	Reading (3) 2011 Avg Scale Score	Reading (4) 2010 Failer Avg VSG	Reading (5) 2011 Avg VSG	Reading (6) 2011 Quar-tile	Mathematics (1) Number Matched Students	Mathematics (2) 2010 Avg Scale Score	Mathematics (3) 2011 Avg Scale Score	Mathematics (4) 2010 Failer Avg VSG	Mathematics (5) 2011 Avg VSG	Mathematics (6) 2011 Quar-tile
	WOODRIDGE EL	299	672	723	135	51	Q1	297	632	703	95	71	Q1
	ENCINO PARK EL	272	705	737	240	32	Q3	271	663	735	218	72	Q1
	BLANCO EL	120	656	686	126	30	Q4	122	634	690	77	56	Q2
	MERIDIAN EL	101	677	739	154	62	Q1	103	658	725	100	66	Q1
	E C MASON ELEMENTARY	205	658	696	106	38	Q3	204	665	747	144	81	Q1
	BESS BRANNEN EL	96	687	697	-	10	Q4	96	621	662	37	41	Q4
	CALDWELL INT	252	645	693	98	48	Q1	249	624	702	98	78	Q1
	T F BIRMINGHAM EL	97	626	645	52	19	Q4	99	593	640	62	47	Q3
	RITA SMITH EL	98	645	682	73	38	Q3	96	619	675	97	56	Q2
>	PECAN CREEK EL	192	663	712	92	50	Q1	183	657	712	93	55	Q2
	J LYNDAL HUGHES EL	161	665	700	75	35	Q3	162	655	695	97	40	Q4
	SHADY SHORES EL	156	674	714	117	39	Q2	157	633	689	74	56	Q2
	JOHN F WARD EL	195	682	727	-1	45	Q1	195	666	716	104	50	Q3
	WEDGEWOOD EL	231	675	714	173	39	Q2	234	647	707	103	60	Q2
	NORMA KRUEGER EL/BER	153	649	691	119	42	Q2	153	652	692	94	40	Q4
	CIMARRON ELEMENTARY	195	644	692	101	48	Q1	195	641	690	91	49	Q3
	LOMAX EL	170	672	714	73	43	Q2	170	665	717	111	52	Q3
	ADAMS EL	138	652	682	92	30	Q4	137	633	668	44	35	Q4
	KIMMIE M BROWN EL	638	615	654	78	39	Q2	644	595	670	87	75	Q1
	CASTLEMAN CREEK EL	98	667	661	67	-7	Q4	98	636	658	102	22	Q4
	OAK RIDGE EL	69	668	704	75	36	Q3	71	627	687	140	60	Q2
	HAILEY EL	130	682	684	161	2	Q4	130	619	688	102	69	Q1
	HILLCREST EL	57	658	696	-17	38	Q3	57	608	657	76	49	Q3
	PARAMOUNT TERRACE EL	77	681	715	80	34	Q3	77	652	688	64	36	Q4
	MISS MAY VERNON EL	85	632	683	78	51	Q1	85	610	694	129	84	Q1
	COREY EL	308	674	717	100	44	Q2	310	664	711	75	47	Q3
	FOSTER VILLAGE EL	143	651	692	111	42	Q2	144	619	671	55	52	Q3
	WALKER CREEK EL	178	665	704	95	39	Q2	175	637	683	86	46	Q3
	FREEDOM EL	101	668	689	-	20	Q4	102	623	666	112	43	Q4
	MARY JO SHEPPARD EL	129	668	703	60	35	Q3	132	624	705	110	82	Q1
	JAMES F DELANEY EL	97	636	651	74	15	Q4	94	600	650	110	51	Q3
	SANTA RITA EL	175	715	743	89	28	Q4	177	684	742	108	58	Q2
	ZILKER EL	126	714	740	35	26	Q4	126	644	702	90	58	Q2
	MILLS EL	276	712	751	90	39	Q2	274	677	736	95	59	Q2
	CROCKETT EL	170	671	719	112	48	Q1	172	651	688	68	37	Q4
	RAYE MCCOY EL	270	656	708	84	52	Q1	263	644	706	78	62	Q2
	FOREST CREEK EL	259	687	732	168	45	Q1	264	646	713	90	67	Q1
	BLACKLAND PRAIRIE EL	299	699	749	83	50	Q1	301	663	724	134	61	Q2
	JIM PLAIN EL	217	638	670	102	32	Q3	219	607	653	69	45	Q4
	WESTSIDE EL	220	669	717	111	48	Q1	214	650	699	107	48	Q3
	RANN EL	158	649	685	109	35	Q3	159	640	683	90	43	Q4
	Group Average	176	665	704	97	39	--	176	639	697	88	58	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Pecan Creek Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Pecan Creek Elementary School's Mission Statement

Motto:
"Learning Together, We All Grow"

Mission Statement:
"Learning together to make our world a better place."

Vision:
"We believe that all students have unique potential for learning and succeeding in an ever-changing global society. We will support their social, emotional, and academic growth in a safe, respectful environment."

Values:
Creativity: We will model creative thinking and honor the creativity we see in students' work.

Leadership: We will create opportunities for students to learn and practice authentic leadership skills.

Curriculum Development: We will model high expectations for learning and involve students in their own learning decisions.

Advocacy for One Another: We will honor students who exemplify helpful, supportive actions toward others.

Goals:

1. We will understand and use Differentiating Instruction techniques and strategies in daily instruction. 100% of Kindergarten, 1st and 2nd grade students will demonstrate progress toward mastery of Literacy and Math TEKS objectives as evidenced by the End of Year ELI/SELI and Kathy Richardson Math Assessments. By December 2, 2011, all K-5th grade teachers will be working interdependently as grade level teams to support 100% of students within theri grade level through targeted intervention/enrichment a minimum of 120 minutes per week.

2. We will seek ways to increase the level of parent and community involvement in our school in positive and authentic ways, as evidenced by an increase in parent / family participation in school activities from 70% in 2010 - 2011 to 90% in 2011 - 2012.

Board Goals

Denton Independent School District's Board Goals

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

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

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

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

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

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

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

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

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

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

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

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

Pecan Creek Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	107	97	60	94	94	51		
3	AA	5	100	40	9	78	44		
3	Hispanic	18	89	50	26	92	42		
3	White	78	99	63	54	96	54		
3	Eco. Dis.	22	86	50	29	90	45		
3	SPED	10	90	50	4				
3	LEP C	11	91	55	16	94	38		
3	LEP M1	0							
3	LEP M2	0							
4	All	86	92	37	119	97	49		
4	AA	8	100	38	6	100	17		
4	Hispanic	23	91	35	21	90	29		
4	White	48	90	38	86	98	57		
4	Eco. Dis.	26	88	15	28	89	36		
4	SPED	5	80	20	10	100	20		
4	LEP C	11	82	27	11	82	45		
4	LEP M1	6	100	50					
4	LEP M2	0							
5	All	93	96	41	86	100	42		
5	AA	4	100	50	8	100	38		
5	Hispanic	15	80	27	24	100	29		
5	White	68	99	40	49	100	47		
5	Eco. Dis.	22	82	18	30	100	30		
5	SPED	6	83	50	4				
5	LEP C	6	50	17	8	100	25		
5	LEP M1	3	100	33					
5	LEP M2	2	100	0					

Pecan Creek Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	83	95	28	119	92	32		
4	AA	8	100	63	6	100	17		
4	Hispanic	23	96	26	21	81	19		
4	White	46	93	22	85	94	38		
4	Eco. Dis.	25	96	12	29	86	24		
4	SPED	4	75	0	10	70	20		
4	LEP C	11	91	9	12	75	8		
4	LEP M1	6	100	50					
4	LEP M2	0							

Pecan Creek Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	103	96	50	93	88	32		
3	AA	5	80	20	9	78	22		
3	Hispanic	14	79	57	26	88	31		
3	White	78	100	50	53	89	34		
3	Eco. Dis.	18	78	39	29	83	24		
3	SPED	10	90	50	3				
3	LEP C	7	71	43	16	88	38		
3	LEP M1	0							
3	LEP M2	0							
4	All	86	95	47	127	98	52		
4	AA	8	88	63	6	100	17		
4	Hispanic	22	100	45	28	93	50		
4	White	49	96	43	87	100	54		
4	Eco. Dis.	25	88	28	34	94	41		
4	SPED	5	100	20	10	100	30		
4	LEP C	10	100	30	19	100	42		
4	LEP M1	6	100	67					
4	LEP M2	0							
5	All	92	98	58	86	99	48		
5	AA	4	100	50	8	100	63		
5	Hispanic	16	88	38	24	96	50		
5	White	66	100	61	49	100	43		
5	Eco. Dis.	22	91	50	30	97	40		
5	SPED	5	80	60	4				
5	LEP C	7	71	14	8	88	25		
5	LEP M1	3	100	66					
5	LEP M2	2	100	50					

Pecan Creek Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	93	96	41	84	87	36		
5	AA	4	100	25	7	100	43		
5	Hispanic	15	87	20	24	83	29		
5	White	68	97	46	48	88	35		
5	Eco. Dis.	22	86	18	28	89	21		
5	SPED	6	83	33	4				
5	LEP C	6	83	0	9	56	22		
5	LEP M1	3	66	0					
5	LEP M2	2	100	0					

Pecan Creek Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Pecan Creek Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- AEIS
- eSchool
- LEP Report

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

Findings/Analysis

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

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

Strengths

- Grew in EXPO id. Of minority groups
- Hispanic and low income population increased in 4th TAKS performance
- SpEd population-students in 5th grade 100% passing rate with 50% commended rate in math and reading
- most SpEd students made at least 1 full year's growth in reading

Needs

- Strengthen bilingual 3rd grade math and ESL Science throughout grades
- focus on building vocabulary in math and science
- continue to identify EXPO students in minority groups
- relationship building with our bilingual families
- education for parents on how to support kids at home
- mentors for students

Summary of Needs

- build relationships with bilingual families
- foster relationships among all families in our school
- build volunteer and mentoring programs
- work with community organizations and businesses to support student needs

Student Achievement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- TAKS
- TELPAS

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

Findings/Analysis

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

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

Strengths

- Inclusion= increase in TAKS M scores, including commended performance
- fostering growth from 4th to 5th among students from low income backgrounds
- all student scores increased from 4th to 5th, also comm. Perf. Scores increased

Needs

- Reading-no growth in Hispanic CP from 4th to 5th and <10% growth in meeting expectations
- math-no growth in Hispanic passing rate, but 11% increase in CP from 4th to 5th
- no growth in ELA TELPAS from 4th to 5th
- No growth in white Meeting Expectations or CP from 4th to 5th
- RtI info not formalized on AWARE for Tier 2. Only gets completed if sending to RtI committee

Summary of Needs

- Reading- move Hispanic students who "Meet Expectations" to "Commended Performance"
- Math-Focus on Hispanic students to get remaining 5% to ME; white sub group remains stagnent in growth for ME and CP; should see an increase in CP by 5th grade
- ELA TELPAS- no growth from 4th to 5th
- RtI- need to formalize documentation process on AWARE when student moves to Tier 2

School Culture and Climate

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Interviews
- School Calendar
- e-mails
- survey of parents

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

Findings/Analysis

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

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

Strengths

- alignment of students and staff attitude and feelings about PC
- Beartones 5th grade membership increase
- Community involvement is up
- Diverse population involved in clubs
- PC known as warm, welcoming and safe
- mentor teachers for those new to PC

Needs

- continue reaching out to community
- more after school events like Hot Dog Supper and Hoe Down
- Creation of a PC Booster Club for club participation regardless of income
- Communication consistent from grade level=weekly newsletters need to be standard
- mentorship for students new to PC

Summary of Needs

- PC has safe, student centered, caring atmosphere
- Continue reaching out to community by creating more opportunities for involvement and fellowship
- More after school clubs like Spirit Squad, Robobears, Jump Club
- Fund raising to support students who want to participate

Staff Quality, Recruitment and Retention

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Class division cards
- RtI/CARE team Committee notes
- PLC agendas, notes
- PLT meeting agendas, notes

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

Findings/Analysis

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

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

Strengths

- Class divisions are based on strength of skill set
- RtI team cosists of variety of resident experts who share collaboratively
- Mentorship program for new teachers to the campus
- Use of committees to select new employees

Needs

- encourage teachers to take in a wide range of information when dividing classes
- Flexible membership on RtI committee to ensure that specific case needs are met
- More systematic with mentoring so that all new to campus get the information and support that they need
- Support from district to ensure quality employees

Summary of Needs

- We need to continue to stregnthen the support systems in place for our new staff
- We need to continue the use of committees for selection purposes
- We need to strengthen our math instruction in the lower grades and 3rd grade by providing targeted professional development in that area

Curriculum, Instruction and Assessment

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

Potential Data Sources

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Master Schedule
- Prime Time
- Power PLC for collaborative planning
- House Vertical Content meetings
- flexible grouping based on assessments
- AWARE

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

Findings/Analysis

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

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

Strengths

- Willingness to address student needs
- Most utilize scope and sequence
- reflect on data regularly
- collaborative conversations
- scheduled collaboration
- understanding of differentiation

Needs

- specific instructional strategies for differentiation
- tracking methods for growth
- how to implement differentiation
- formative assessments
- posted learning targets
- learning walks

Summary of Needs

- continued study of and support for Differentiated Instruction
- Learning walk opportunities for teachers
- Study of constructing formative assessments
- individualized learning plans

Family and Community Involvement

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- school website
- observations of school environment
- school walkthroughs
- PC visitor log
- PC parent survey

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

Findings/Analysis

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

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

Strengths

- family friendly atmosphere
- volunteer program
- home-school notes
- school web-site
- PTA
- district call out system
- meeting families' needs though counseling and social services
- strong-high staff and parent morale
- social activities for families

Needs

- parent child educational opportunities
- cultural awareness activities
- offering child care for parent meetings
- family coordinator/liason
- signage in both languages
- all correspondance in Spanish and English
- student showcases
- Free events
- interest in "Spanish clubs"

Summary of Needs

- All PC home-school notes in Spanish and English
- Literacy and Math workshops for parents
- provide child care for some parent meetings
- create parent committees alongside PTA
- personally invite parents to join PTA, parent involvement
- create a parent/family involvement committee

School Context and Organization

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

Potential Data Sources:

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

Data Sources Reviewed

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

List the actual data sources reviewed below.

- Fall 2010 Parent Survey
- Master Schedule
- School structure
- Decision Making processes
- School map

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

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Power PLC schedule
- organized agenda for PLC
- parent/community events
- prime time
- decision by committee

Needs

- DI (Hi and Low)
- consider staggered Prime Time
- flexibility for creative scheduling
- growth in Spanish language programs
- Spanish speaking parent community involvement

Summary of Needs

- Continue to use flexible scheduling to allow support staff access to students
- develop DI for high achieving students
- make all school communication available in Spanish
- integrate bilingual students rather than segregate
- integrate bilingual parents through the use of liasons, community/family events, and adult education

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- AWARE
- Eduphoria
- STaR Chart

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Increase in use of AWARE
- PLC data analysis has increased teachers' comfort with technology use
- Kinder, 1st have weekly newsletters
- Use of phone system to communicate with parents

Needs

- the few that are not yet comfortable using AWARE need to be pushed after training
- Continue development of ways to analyze data through current technology
- other grades must use consistent communication systems with parents
- update of web-site more regularly

Summary of Needs

- Continue AWARE training and follow up with teachers to ensure regular use
- Strengthen communication systems with parents through e-mail and web-site updates

Comprehensive Needs Assessment Summary of Priority Needs
Pecan Creek Elementary School

Demographics:
build relationships with bilingual families
foster relationships among all families in our school
build volunteer and mentoring programs
work with community organizations and businesses to support student needs

Student Achievement:
Reading- move Hispanic students who "Meet Expectations" to "Commended Performance"
Math-Focus on Hispanic students to get remaining 5% to ME; white sub group remains stagnent in growth for ME and CP; should see an increase in CP by 5th grade
ELA TELPAS- no growth from 4th to 5th
RtI- need to formalize documentation process on AWARE when student moves to Tier 2

School Culture and Climate:
PC has safe, student centered, caring atmosphere
Continue reaching out to community by creating more opportunities for involvement and fellowship
More after school clubs like Spirit Squad, Robobears, Jump Club
Fund raising to support students who want to participate

Teacher Quality:
We need to continue to stregnthen the support systems in place for our new staff
We need to continue the use of committees for selection purposes
We need to strengthen our math instruction in the lower grades and 3rd grade by providing targeted professional development in that area

Curriculum, Instruction and Assessment:
continued study of and support for Differentiated Instruction
Learning walk opportunities for teachers
Study of constructing formative assessments
individualized learning plans

Family and Community Involvement:
All PC home-school notes in Spanish and English
Literacy and Math workshops for parents
provide child care for some parent meetings
create parent committees alongside PTA
personally invite parents to join PTA, parent involvement
create a parent/family involvement committee

School Content and Organization:
Continue to use flexible scheduling to allow support staff access to students
develop DI for high achieving students
make all school communication available in Spanish
integrate bilingual students rather than segregate
integrate bilingual parents through the use of liasons, community/family events, and adult education

Technology:
Continue AWARE training and follow up with teachers to ensure regular use
Strengthen communication systems with parents through e-mail and web-site updates

Board Summary
Campus Improvement Plans
2011-12

Pecan Creek Elementary School

Wildy Important Goals for 2011-12
WIG 1: Teachers will understand and use Differentiating Instruction techniques and strategies in daily instruction. 100% of Kindergarten, 1st and 2nd grade students will demonstrate progress toward mastery of Literacy and Math TEKS objectives as evidenced by the End of Year ELI / SELI and Kathy Richardson Math Assessments. By December 2, 2011, all K – 5th grade teachers will be working interdependently as grade level teams to support 100% of students within their grade level through targeted intervention/enrichment a minimum of 120 minutes per week.
WIG 2: We will seek ways to increase the level of parent and community involvement in our school in positive and authentic ways, as evidenced by an increase in parent / family participation in school activities from 70% in 2010-2011 to 90% in 2011-2012.

Campus Improvement Plan
Pecan Creek Elementary School

WIG 1

Teachers will understand and use Differentiating Instruction techniques and strategies in daily instruction. 100% of Kindergarten, 1st and 2nd grade students will demonstrate progress toward mastery of Literacy and Math TEKS objectives as evidenced by the End of Year ELI / SELI and Kathy Richardson Math Assessments. By December 2, 2011, all K – 5th grade teachers will be working interdependently as grade level teams to support 100% of students within their grade level through targeted intervention/enrichment a minimum of 120 minutes per week.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus wide implementation of Power PLC (Professional Learning Community) Week Meetings during which teachers will identify essential learning, create common assessments, and develop plans for intervention for all students. **Person(s) Responsible:** Administration, Instructional specialists, teaching staff **Completion Date:** September 19-23, October 17-21, December 5-9, February 13-17, April 9-13, May 7-11 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus funds, district materials, articles, books	[ ]	[ ]		Agendas, staff feedback, PLC binders	Observation, lesson plans, Common Assessment data, benchmark assessment data, STAAR data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitate Professional Learning Communities in bi-weekly meetings for K-5 to foster continued communication among teachers to meet students' needs. **Person(s) Responsible:** Admin. & teachers **Completion Date:** Every other Tuesday throughout school year **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	PLC Data binders	[ ]	[ ]		Meetings, benchmarks	Observation, common assessment data benchmarks, STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Administer common assessments and district benchmark tests and analyze data to drive instruction **Person(s) Responsible:** Curriculum/Instruction Dept & teachers **Completion Date:** each month, Sept-May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Benchmark tests, copies	[ ]	[ ]		Benchmark tests, scores	Benchmark scores, STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide small group math instruction in general classroom and in "pull out" intervention groups **Person(s) Responsible:** Math Interventionist **Completion Date:** 1/2 day every day **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Math interventionist, teachers, Fast Forward Materials purchased with Campus Funds; $28,074	[ ]	[X]	0.5	Number of students	Number of students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Reading Recovery & Literacy Groups **Person(s) Responsible:** Principal, Reading Recovery Teacher **Completion Date:** BOY-September, MOY-January, and EOY May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Reading Recovery teacher; RR Program; $30,749	[ ]	[X]	.5	Learning Walks; ELI and SELI assessment data	Learning Walks; ELI and SELI assessment data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Training refresher for Sp. Education teachers to develop Individualized Education Plans that incorporate targeted goal setting and that involve students in the development process **Person(s) Responsible:** Administration and Special Education Teachers **Completion Date:** September 7 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	computer lab for training, materials provided by Region XI and district	[ ]	[ ]		ARD meetings; IEP review	IEP review and assessment data review	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Increase the effectiveness of the Inclusion Model for Special Education **Person(s) Responsible:** Admin, Sped & general ed. teachers; special ed. teachers **Completion Date:** monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff Development opportunities through Regin XI and district Special Education dept.	[ ]	[ ]		PLC meetings, Learning Walks, Inclusion Team analysis	Lesson plans, PLC meetings, LearningWalks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Commit to"Prime Time," daily 25 minute period for specialized, differentiated learning groups to target specific needs of students who are struggling **Person(s) Responsible:** All campus personnel **Completion Date:** every instructional day **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Learning games purchased and created, copies	[X]	[ ]		Daily log of response to instruction and intervention	Observation, Benchmarks, STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Increase the effective use of Thinking Maps **Person(s) Responsible:** Administration, teachers **Completion Date:** every instructional day **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Thinking Maps materials, sub days to plan and observe one another in classrooms	[X]	[ ]		Learning Walks, Lesson plans	Benchmarks, STAAR	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[X] RMS [X] P [X] SBR [ ] C [X] IHQ [X] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Expand Thinking Maps to include higher level critical thinking frameworks using Write From the Beginning training and materials **Person(s) Responsible:** Administration, teachers **Completion Date:** every instructional day **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Write From the Beginning / Thinking Maps binders, sub days for planning and classroom observation	[X]	[ ]		Learning Walks, Lesson plans	Benchmarks, STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[X] RMS [X] P [X] SBR [ ] C [X] IHQ [X] PD [ ] PI [ ] PCI
Guys and Gals Club Science instruction to target 5th grade students struggling with Science concepts **Person(s) Responsible:** Assistant Principal, teachers **Completion Date:** weekly beginning in January, for period of 13 weeks **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Denton ISD curriculum, copies, materials for instruction, snacks	[ ]	[ ]		Club meetings, attendance	Science common assessment data, district benchmark data, STAAR	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[X] RMS [X] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase integration of science and literacy **Person(s) Responsible:** Principal, teachers **Completion Date:** PLC meetings **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Target the TEKS approach from district curriculum dept.	[ ]	[ ]		Lesson plans	Lesson plans	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vertical content area meetings (a.k.a. "House" meetings). Science House, Social Studies House, Reading House, Math House, and Writing House will meet once each month to ensure vertical alignment of each content area. **Person(s) Responsible:** Classroom teachers, Sp. educators, para-professional staff, interventionists, administrators **Completion Date:** once monthly from September through May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	district Scope and Sequence materials; TEKS; information from TEA regarding STAAR	[ ]	[ ]		artifacts from House Meetings; lesson plans	common assessment data, benchmark data, and TAKS data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide small group reading instruction in general classroom and in "pull out" intervention groups **Person(s) Responsible:** Reading Interventionist **Completion Date:** 2 1/2 days each week **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	TEKS; Scholastic Reading Inventory; Vocabulary enrichment and other continued training through district curriculum dept.; Guided Reading literacy materials; $42,060	[ ]	[X]	.5	Lesson plans, schedule of intervention, list of students with reading level identified	SRI progress, TAKS data, common assessment data, benchmark data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Pecan Creek Elementary School

WIG 2

We will seek ways to increase the level of parent and community involvement in our school in positive and authentic ways, as evidenced by an increase in parent / family participation in school activities from 70% in 2010-2011 to 90% in 2011-2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase number of positive parent contacts made by teachers and instructional staff to minimum of one per week. **Person(s) Responsible:** Teachers and administrators **Completion Date:** weekly throughout the year **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Teachers' time; phone, e-mail systems	[ ]	[ ]		teacher reports	parent and student reports	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Development of parent group that meets on campus after breakfast to build relationships among parents of students. **Person(s) Responsible:** Assistant principal and key bilingual staff members. **Completion Date:** weekly throughout school year **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	cafeteria for meeting	[X]	[ ]		meeting attendance	survey data	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [ ] PD [X] PI [X] PCI
Creation of parent perception survey and solicitation of significant proportion of parents to complete it. **Person(s) Responsible:** Administration, bilingual staff, teachers **Completion Date:** October for baseline; May for end of year **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	web-site link, printed copies for parents without internet access	[ ]	[ ]		completion and return rate	rating results from survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Partnership with the Denton ISD Bilingual / ESL Department to create opportunities for our parents to learn about the benefits of Dual Language program. **Person(s) Responsible:** Principal, Bilingual / ESL Dept. staff **Completion Date:** one meeting during Fall semester, one during Spring semester **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Meeting place and set-up; advertisement to parents; information packets for parents; activities for families; snacks for families	[X]	[ ]		attendance of parents at meeting	feedback from parents	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Our staff will commit to updating our school information systems regularly. This includes our school web-site, our marquee, and newsletters. The principal will use the district provided phone system to provide regular updates for parents. **Person(s) Responsible:** All staff **Completion Date:** ongoing throughout the year **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Newsletters on-line and in print; marquee; web-site; phone system	[ ]	[ ]		Web-site updated; marquee updated; phone system used; newletters regular	Parent and community feedback	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Partnership with our Pecan Creek PTA to organize regular family events for our school community. Events will be planned to be inclusive, welcoming, and relevant to our building a healthy school parent relationship. **Person(s) Responsible:** Principal, PTA Board **Completion Date:** Events scheduled in October, November, January, March, and May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Meeting place and set-up; advertisement to parents	[X]	[ ]		Attendance of families	Feedback from families	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Compliance WIGs
Pecan Creek Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Jodi Kleppe
2) Classroom Teacher	Melissa Scott
3) Classroom Teacher	Brian Klauer
4) Classroom Teacher	Tracy Wahbeh
5) Classroom Teacher	Linda Wicker
6) Classroom Teacher	Kent Hamilton
7) Campus-based Nonteaching Professional	Natalie Mead
8) Campus-based Paraprofessional and Operations Staff	Debbie Johnston
9) District-level Professional	Chris Shade
10) Parent	Tiffany Cobb
11) Parent	Karin Jester
12) Community Member	Nathan Bryant
13) Community Member	
14) Business Representative	Giuseppe Brownell
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	8/31/11	3:00 - 4:45 p.m.	Pecan Creek Elementary School Library
2	1/18/2012	3:00 - 4:00 p.m.	Pecan Creek Elementary School Library
3	5/9/2012	3:00 - 4:00 p.m.	Pecan Creek Elementary School Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: PROVIDENCE EL

Campus #: 061901117

2011 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Mathematics

Commended on Science

Comparable Improvement: Reading

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Total Students: 548
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	97%	92%	83%	78%	95%	*	*	*	*	> 99%	89%	*
	2010	92%	97%	98%	96%	89%	95%	97%	*	*	*	*	92%	94%	86%
Mathematics	2011	88%	93%	96%	92%	83%	89%	94%	*	*	*	*	> 99%	79%	*
	2010	87%	93%	94%	91%	83%	86%	93%	*	*	*	*	92%	87%	71%
All Tests	2011	83%	91%	94%	87%	83%	78%	89%	*	*	*	*	> 99%	79%	*
	2010	84%	92%	94%	88%	78%	86%	91%	*	*	*	*	92%	81%	71%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	97%	93%	89%	92%	94%	*	*	*	*	> 99%	88%	*
	2010	86%	91%	97%	91%	> 99%	94%	89%	*	*	*	*	82%	88%	> 99%
Mathematics	2011	89%	94%	98%	89%	67%	92%	91%	*	*	*	*	> 99%	81%	*
	2010	89%	92%	97%	96%	> 99%	94%	96%	*	*	*	*	91%	88%	86%
Writing	2011	91%	94%	97%	92%	89%	> 99%	91%	*	*	*	*	> 99%	94%	*
	2010	92%	93%	96%	91%	> 99%	89%	90%	*	*	*	*	> 99%	82%	71%
All Tests	2011	78%	86%	94%	83%	67%	92%	84%	*	*	*	*	> 99%	81%	*
	2010	78%	83%	91%	83%	> 99%	78%	82%	*	*	*	*	73%	67%	57%
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	97%	98%	> 99%	> 99%	97%	*	*	*	*	> 99%	> 99%	*
	2010	86%	91%	96%	97%	93%	89%	> 99%	*	*	*	*	90%	94%	*
Mathematics	2011	86%	92%	97%	96%	> 99%	91%	96%	*	*	*	*	> 99%	> 99%	*
	2010	86%	92%	96%	91%	86%	89%	93%	*	*	*	*	80%	94%	*
Science	2011	86%	92%	96%	98%	> 99%	> 99%	97%	*	*	*	*	> 99%	92%	*
	2010	87%	90%	96%	94%	79%	83%	99%	*	*	*	*	70%	87%	*
All Tests	2011	76%	85%	91%	95%	> 99%	91%	95%	*	*	*	*	> 99%	92%	*
	2010	75%	82%	91%	86%	71%	72%	93%	*	*	*	*	60%	81%	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	97%	95%	90%	91%	97%	*	*	*	*	> 99%	92%	*
	2010	90%	93%	97%	96%	96%	96%	95%	*	n/a	n/a	n/a	91%	94%	94%
Mathematics	2011	84%	88%	97%	93%	81%	94%	94%	*	*	*	*	> 99%	85%	*
	2010	84%	88%	96%	94%	93%	92%	95%	*	n/a	n/a	n/a	88%	91%	83%
Writing	2011	92%	94%	97%	92%	89%	> 99%	91%	*	*	*	*	> 99%	94%	*
	2010	93%	95%	96%	91%	> 99%	85%	90%	*	n/a	n/a	n/a	> 99%	82%	71%
Science	2011	83%	84%	96%	98%	> 99%	> 99%	97%	*	*	*	*	> 99%	92%	*
	2010	82%	86%	96%	94%	79%	83%	99%	*	n/a	n/a	n/a	70%	87%	*
All Tests	2011	76%	81%	93%	89%	81%	91%	90%	*	*	*	*	> 99%	83%	*
	2010	76%	81%	92%	88%	85%	83%	89%	*	n/a	n/a	n/a	76%	79%	67%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	54%	51%	29%	44%	55%	*	*	*	*	42%	29%	*
	2010	32%	38%	51%	42%	24%	40%	46%	*	60%	*	*	21%	30%	28%
Mathematics	2011	29%	32%	51%	48%	38%	47%	48%	*	*	*	*	50%	42%	*
	2010	28%	31%	50%	42%	30%	37%	45%	*	40%	*	*	39%	40%	22%
Writing	2011	31%	39%	45%	21%	11%	17%	22%	*	*	*	*	22%	19%	*
	2010	32%	36%	44%	33%	43%	17%	35%	*	*	*	*	< 1%	14%	< 1%
Science	2011	30%	33%	61%	65%	50%	73%	64%	*	*	*	*	67%	46%	*
	2010	28%	30%	59%	45%	29%	17%	56%	*	*	*	*	20%	26%	*
All Tests	2011	16%	19%	31%	25%	19%	19%	27%	*	*	*	*	27%	19%	*
	2010	15%	17%	31%	20%	9%	18%	23%	*	40%	*	*	3%	13%	6%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
	2010	85%	88%	> 99%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	*
Mathematics	2011	77%	83%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
	2010	75%	79%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
Writing	2011	80%	88%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Science	2011	60%	60%	67%	*	*	*	*	*	*	*	*	*	*	*
	2010	58%	58%	50%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	80%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
	2010	64%	69%	86%	86%	*	67%	> 99%	*	*	*	*	86%	78%	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	> 99%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
All Tests	2010	93%	96%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	*
By Test Version														
TAKS (1 or more)	91.0%	91.6%	93.7%	93.0%	69.6%	87.5%	96.2%	*	*	-	-	29.6%	81.6%	*
Not on TAKS	7.6%	7.6%	6.2%	7.0%	30.4%	12.5%	3.8%	*	*	-	-	70.4%	18.4%	*
TAKS(Acc) Only	2.4%	2.1%	1.4%	0.4%	4.3%	0.0%	0.0%	*	*	-	-	3.7%	0.0%	*
TAKS-M Only	3.1%	3.4%	2.0%	1.8%	8.7%	3.1%	0.9%	*	*	-	-	18.5%	2.0%	*
TAKS-Alt Only	0.9%	0.7%	0.7%	3.3%	13.0%	6.3%	1.9%	*	*	-	-	33.3%	12.2%	*
Combination	1.3%	1.4%	1.1%	1.5%	4.3%	3.1%	0.9%	*	*	-	-	14.8%	4.1%	*
By Acct Status														
Acct System	94.0%	95.7%	95.7%	97.8%	91.3%	100.0%	98.1%	*	*	-	-	96.3%	98.0%	*
Non-Acct System	4.6%	3.5%	4.3%	2.2%	8.7%	0.0%	1.9%	*	*	-	-	3.7%	2.0%	*
Mobile	4.6%	3.5%	4.3%	2.2%	8.7%	0.0%	1.9%	*	*	-	-	3.7%	2.0%	*
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Not Tested	1.4%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
LEP Exempt	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Total Count	3,231,780	15,537	245	273	23	32	213	3	2	0	0	27	49	3
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	100.0%	99.8%	100.0%	100.0%	99.7%	*	100.0%	-	-	100.0%	100.0%	94.7%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	93.6%	94.0%	91.5%	84.5%	96.9%	*	100.0%	-	-	32.4%	85.9%	78.9%
Not on TAKS	7.8%	7.7%	5.7%	5.7%	8.5%	15.5%	2.8%	*	0.0%	-	-	67.6%	14.1%	15.8%
TAKS(Acc) Only	2.3%	1.8%	1.2%	0.7%	0.0%	3.4%	0.3%	*	0.0%	-	-	8.8%	1.1%	5.3%
TAKS-M Only	3.3%	3.8%	2.1%	3.0%	6.4%	8.6%	1.4%	*	0.0%	-	-	35.3%	8.7%	10.5%
TAKS-Alt Only	0.8%	0.7%	0.0%	1.7%	2.1%	3.4%	0.7%	*	0.0%	-	-	20.6%	4.3%	0.0%
Combination	1.3%	1.3%	1.1%	0.2%	0.0%	0.0%	0.3%	*	0.0%	-	-	2.9%	0.0%	0.0%
By Acct Status														
Acct System	90.0%	91.0%	92.7%	90.6%	89.4%	86.2%	92.0%	*	100.0%	-	-	44.1%	81.5%	84.2%
Non-Acct System	8.6%	8.1%	7.0%	9.2%	10.6%	13.8%	7.7%	*	0.0%	-	-	55.9%	18.5%	10.5%
Mobile	4.4%	3.6%	3.5%	4.5%	2.1%	1.7%	5.6%	*	0.0%	-	-	0.0%	5.4%	0.0%
Non-Acct Test	4.2%	4.5%	2.8%	4.7%	8.5%	12.1%	2.1%	*	0.0%	-	-	55.9%	13.0%	10.5%
Not Tested	1.4%	0.9%	0.0%	0.2%	0.0%	0.0%	0.3%	*	0.0%	-	-	0.0%	0.0%	5.3%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	0.2%	0.0%	0.0%	0.3%	*	0.0%	-	-	0.0%	0.0%	5.3%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	271	403	47	58	287	4	5	0	0	34	92	19

District Name: DENTON ISD
Campus Name: PROVIDENCE EL
Campus #: 061901117

Total Students: 548
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	73%	83%	*	*	82%	*	*	*	*	*	*	*
	2010	50%	53%	71%	> 99%	*	*	> 99%	*	*	*	*	*	> 99%	*
Mathematics	2011	42%	43%	80%	50%	*	*	67%	*	*	*	*	*	*	*
	2010	45%	52%	63%	65%	*	67%	64%	*	*	*	*	83%	63%	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	119	167	*	*	164	*	*	*	*	*	*	*
	2010	86	90	124	148	*	*	150	*	*	*	*	*	*	*
Mathematics	2011	64	66	101	53	*	*	*	*	*	*	*	*	*	*
	2010	70	77	104	96	*	111	89	*	*	*	*	*	106	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	5%	2%	< 1%	< 1%	3%	*	*	*	*	< 1%	< 1%	*
	2010	15%	10%	4%	3%	7%	11%	< 1%	*	*	*	*	10%	6%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	99%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	92%	96%	98%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	3%	4%	< 1%	9%	4%	*	*	*	*	< 1%	< 1%	*
	2010	14%	9%	4%	9%	14%	11%	7%	*	*	*	*	20%	6%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	99%	98%	> 99%	> 99%	97%	*	*	*	*	> 99%	> 99%	*
	2010	92%	95%	99%	97%	> 99%	94%	96%	*	*	*	*	80%	97%	*
English Language Learners Progress Indicator															
2010-11		80%	86%	> 99%	80%	*	80%	*	*	*	*	*	*	*	*
2009-10		79%	85%	95%	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
Attendance Rate @															
2009-10		95.5%	95.9%	96.6%	95.8%	97.2%	95.8%	95.6%	97.3%	95.0%	-	*	95.4%	95.5%	97.0%
2008-09		95.6%	95.9%	97.0%	96.1%	97.2%	96.2%	95.9%	*	n/a	n/a	n/a	96.1%	96.2%	96.8%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		548	100.0%	19,523	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.4%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	2.5%	3.0%	4.5%
	Kindergarten	80	14.6%	12.9%	8.5%	7.6%
	Grade 1	104	19.0%	13.9%	8.5%	7.9%
	Grade 2	86	15.7%	13.8%	8.8%	7.7%
	Grade 3	84	15.3%	16.2%	8.5%	7.6%
	Grade 4	94	17.2%	19.7%	7.9%	7.6%
	Grade 5	100	18.2%	16.4%	7.9%	7.6%
	Grade 6	0	0.0%	3.7%	7.2%	7.4%
	Grade 7	0	0.0%	0.2%	7.1%	7.3%
	Grade 8	0	0.0%	0.2%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	33	6.0%	3.5%	11.6%	12.9%
	Hispanic	71	13.0%	12.7%	30.8%	50.3%
	White	432	78.8%	78.7%	52.9%	31.2%
	Native American	7	1.3%	0.6%	0.9%	0.5%
	Asian	5	0.9%	2.2%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.2%	0.1%	0.1%
	Two or More Races	0	0.0%	2.2%	1.2%	1.6%
Economically Disadvantaged		87	15.9%	24.1%	41.5%	59.2%
Limited English Proficient (LEP)		5	0.9%	2.4%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		1	0.1%	0.1%	1.3%	1.9%
At-Risk		60	10.9%	20.7%	35.1%	46.3%
Mobility (2009-10)		91	12.8%	9.7%	17.1%	18.2%
Number of Students per Teacher		14.0	n/a	14.7	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	0.7%	2.5%	2.1%	2.3%	0.0%	14.2%	14.3%	10.7%
Grade 1	0.0%	2.0%	1.5%	4.7%	0.0%	5.8%	8.5%	8.9%
Grade 2	0.0%	0.9%	0.8%	2.8%	0.0%	3.8%	3.8%	4.1%
Grade 3	0.0%	0.7%	1.1%	2.0%	0.0%	2.1%	1.4%	1.8%
Grade 4	0.0%	0.3%	0.1%	1.1%	0.0%	1.0%	0.4%	0.9%
Grade 5	0.0%	0.5%	0.4%	1.3%	0.0%	1.0%	2.0%	1.3%
Grade 6	-	0.8%	0.1%	0.7%	-	0.0%	3.7%	1.2%
Grade 7	-	0.0%	0.2%	1.0%	-	0.0%	1.4%	1.4%
Grade 8	-	4.7%	0.1%	1.2%	-	0.0%	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	19.8	18.3	18.8	19.0
	Grade 1	20.6	18.9	18.9	18.9
	Grade 2	21.0	18.0	18.8	18.8
	Grade 3	16.6	18.9	19.1	18.8
	Grade 4	17.8	18.9	20.3	19.0
	Grade 5	24.1	21.0	21.9	21.4
	Grade 6	-	19.4	20.9	20.7
	Mixed Grades	-	20.5	19.2	23.9
Secondary:	English/Language Arts	-	26.2	20.4	17.3
	Foreign Languages	-	3.0	18.8	19.0
	Mathematics	-	14.8	19.4	17.9
	Science	-	15.2	22.9	19.0
	Social Studies	-	11.4	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	54.4	100.0%	100.0%	100.0%	100.0%
Professional Staff:	48.9	89.9%	84.6%	72.3%	63.4%
Teachers	39.1	71.9%	72.3%	56.2%	50.5%
Professional Support	7.8	14.4%	8.3%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	3.7%	3.9%	2.7%	2.8%
Educational Aides:	5.5	10.1%	15.4%	7.9%	9.5%
Total Minority Staff:	8.1	15.0%	5.9%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	2.0	5.1%	1.3%	6.5%	9.3%
Hispanic	1.0	2.6%	2.4%	11.7%	23.7%
White	35.1	89.8%	94.8%	78.4%	63.9%
American Indian	1.0	2.6%	0.5%	0.8%	0.4%
Asian	0.0	0.0%	0.8%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.2%	2.1%	1.3%
Males	2.0	5.1%	5.4%	24.0%	23.2%
Females	37.1	94.9%	94.6%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.3	3.2%	4.1%	4.8%	6.0%
1-5 Years Experience	4.0	10.2%	24.2%	31.8%	30.0%
6-10 Years Experience	12.0	30.7%	22.4%	22.7%	21.1%
11-20 Years Experience	16.3	41.8%	30.7%	25.5%	25.0%
0ver 20 Years Experience	5.5	14.1%	18.5%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	12.9 yrs.	12.1 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	6.1 yrs.	7.1 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$48,000	$38,142	$45,521	$41,272
1-5 Years Experience	$48,082	$42,298	$47,448	$44,013
6-10 Years Experience	$47,938	$44,579	$48,287	$46,604
11-20 Years Experience	$51,211	$48,238	$51,852	$50,476
Over 20 Years Experience	$64,569	$55,302	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$51,663	$46,867	$51,120	$48,638
Professional Support	$50,075	$51,994	$55,177	$57,045
Campus Administration (School Leadership)	$78,086	$66,136	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	2.3	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$4,282,295	100.0%	$5,222	$4,514,585	100.0%	$5,506	$113,392,307	100.0%	$5,834
Instruction (11,95)	$3,310,732	77.3%	$4,037	$3,321,199	73.6%	$4,050	$85,679,053	75.6%	$4,408
Instructional-Related Services (12,13)	$181,684	4.2%	$222	$189,743	4.2%	$231	$4,484,776	4.0%	$231
Instructional Leadership (21)	$50,391	1.2%	$61	$50,391	1.1%	$61	$1,517,825	1.3%	$78
School Leadership (23)	$257,379	6.0%	$314	$268,208	5.9%	$327	$7,820,838	6.9%	$402
Support Services-Student (31,32,33)	$225,472	5.3%	$275	$235,065	5.2%	$287	$5,535,740	4.9%	$285
Other Campus Costs (35,36,51,52,53)	$256,637	6.0%	$313	$449,979	10.0%	$549	$8,354,075	7.4%	$430
By Program:									
Total Operating Expenditures	$4,025,658	100.0%	$4,909	$4,037,630	100.0%	$4,924	$104,078,099	100.0%	$5,355
Bilingual/ESL Education (25)	$83,196	2.1%	$101	$83,196	2.1%	$101	$873,852	0.8%	$45
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$98,608	0.1%	$5
Accelerated Education (24,30)	$122,402	3.0%	$149	$123,277	3.1%	$150	$7,056,830	6.8%	$363
Gifted & Talented Education (21)	$96,986	2.4%	$118	$96,986	2.4%	$118	$1,175,163	1.1%	$60
Regular Education (11)	$3,140,950	78.0%	$3,830	$3,140,950	77.8%	$3,830	$79,129,020	76.0%	$4,071
Special Education (23)	$582,124	14.5%	$710	$593,221	14.7%	$723	$15,712,542	15.1%	$808
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$32,084	0.0%	$2

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	5	0.9%	2.2%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.3%	16.7%	21.0%
Gifted & Talented Education	24	4.4%	7.5%	8.7%	7.7%
Special Education	43	7.8%	8.8%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.3	0.9%	0.5%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.1%	3.6%	4.0%
Compensatory Education	2.0	5.1%	4.5%	5.0%	2.9%
Gifted & Talented Education	1.0	2.6%	1.1%	1.7%	1.9%
Regular Education	32.0	81.9%	85.1%	68.0%	73.4%
Special Education	3.8	9.6%	8.7%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% Afr_Amer	% LEP
001906102		NECHES EL	NECHES ISD	79.6	41.8	9.8	13.9	8.1	1.1
014903108		LAKEWOOD EL	BELTON ISD	77.9	24.0	15.2	9.3	1.4	0.9
043905107		FISHER ELEMENTARY	FRISCO ISD	78.3	3.8	10.2	4.7	3.7	1.4
043907109		GLEN OAKS EL	MCKINNEY ISD	80.4	7.0	10.5	7.2	3.3	2.3
043907116		EARL & LOTTIE WOLFORD EL	MCKINNEY ISD	79.2	8.3	8.2	4.8	5.2	1.3
057916108		MOHAWK EL	RICHARDSON ISD	80.1	8.4	11.5	5.5	2.5	3.9
061901115		EP RAYZOR EL	DENTON ISD	77.2	7.4	12.5	6.0	3.8	3.8
061901117	>	PROVIDENCE EL	DENTON ISD	78.8	15.9	13.0	12.8	6.0	0.9
061901118		HAWK EL	DENTON ISD	77.8	8.1	11.5	5.6	4.3	1.2
061902112		FLOWER MOUND EL	LEWISVILLE ISD	77.6	9.1	11.6	10.2	2.6	1.7
061905102		BLANCHE DODD INT	KRUM ISD	78.1	34.2	17.1	7.5	2.2	4.8
070908103		IRVIN EL	MIDLOTHIAN ISD	77.1	41.1	17.4	13.6	3.1	1.4
070908105		LONGBRANCH EL	MIDLOTHIAN ISD	80.0	15.8	13.4	9.2	4.3	1.6
081906101		DEW EL	DEW ISD	78.5	36.2	9.8	18.8	8.6	1.8
091910101		WHITEWRIGHT EL	WHITEWRIGHT ISD	79.5	46.4	10.0	13.1	6.5	2.7
093903101		IOLA EL	IOLA ISD	79.8	53.5	13.6	14.6	5.4	1.6
101913106		BEAR BRANCH EL	HUMBLE ISD	79.5	9.3	14.9	5.6	2.5	3.1
102904107		HALLSVILLE INTERMEDIATE	HALLSVILLE ISD	79.7	44.1	11.5	11.6	5.4	2.5
105904103		ROOSTER SPRINGS EL	DRIPPING SPRINGS ISD	80.0	6.6	12.8	6.8	1.3	1.6
116901102		KATHRYN GRIFFIS EL	CADDO MILLS ISD	79.0	34.2	15.3	11.1	1.9	4.1
116916101		BOLES EL	BOLES ISD	80.3	64.1	13.1	18.6	2.5	0.0
123905101		HELENA PARK EL	NEDERLAND ISD	77.3	34.1	15.0	11.9	1.5	4.8
126904102		GRANDVIEW INT	GRANDVIEW ISD	78.2	48.7	14.7	12.5	5.9	1.3
145906101		NORMANGEE EL	NORMANGEE ISD	80.0	59.6	10.0	17.3	6.8	4.4
161903105		SOUTH BOSQUE EL	MIDWAY ISD	77.4	12.4	12.2	9.2	4.5	2.3
161920104		CHINA SPRING INT	CHINA SPRING ISD	79.8	31.9	13.4	12.3	4.3	0.8
170906107		NICHOLS SAWMILL ELEMENTA	MAGNOLIA ISD	79.2	32.4	16.0	13.3	1.6	2.1
175910101		MILDRED EL	MILDRED ISD	78.9	44.6	12.7	7.7	1.2	2.5
188901139		PUCKETT EL	AMARILLO ISD	80.4	19.6	15.3	11.4	1.2	3.7
190903051		RAINS INT	RAINS ISD	78.4	53.3	12.3	18.3	2.6	2.2
191901106		ARDEN ROAD EL	CANYON ISD	77.8	18.2	14.9	11.5	4.0	0.7
198903101		REYNOLDS EL	FRANKLIN ISD	77.4	43.2	14.4	11.4	5.0	2.1
199901108		DOROTHY SMITH PULLEN EL	ROCKWALL ISD	79.2	16.9	12.9	6.8	3.3	3.8
199901110		GRACE HARTMAN ELEMENTARY	ROCKWALL ISD	77.5	6.6	9.9	4.8	2.9	1.5
209901101		NANCY SMITH EL	ALBANY ISD	77.5	48.2	15.9	14.3	2.5	2.9
212906111		GUS WINSTON CAIN EL	WHITEHOUSE ISD	77.6	39.2	9.3	14.7	7.5	4.9
220902120		GREEN VALLEY EL	BIRDVILLE ISD	78.1	19.7	10.4	8.0	2.8	4.4
234906104		VAN MIDDLE	VAN ISD	79.1	49.2	15.2	12.2	3.4	4.0
243901104		I C EVANS EL	BURKBURNETT ISD	78.1	49.1	12.6	18.3	2.2	0.2
246904109		JO ANN FORD EL	GEORGETOWN ISD	79.5	15.7	16.0	6.3	1.7	3.1
246913118		RIVER PLACE EL	LEANDER ISD	77.5	4.0	11.1	5.9	2.9	2.3
		Group Average		78.7	24.1	12.7	9.7	3.5	2.4

*** Order of columns will vary on lists for other campuses ***

	Campus Name	Reading (1) Number Matched Students	Reading (2) 2010 Avg Scale Score	Reading (3) 2011 Avg Scale Score	Reading (4) 2010 Failer Avg VSG	Reading (5) 2011 Avg VSG	Reading (6) 2011 Quar-tile	Mathematics (1) Number Matched Students	Mathematics (2) 2010 Avg Scale Score	Mathematics (3) 2011 Avg Scale Score	Mathematics (4) 2010 Failer Avg VSG	Mathematics (5) 2011 Avg VSG	Mathematics (6) 2011 Quar-tile
	NECHES EL	135	729	767	122	38	Q3	133	697	745	96	48	Q3
	LAKEWOOD EL	221	664	712	115	49	Q1	223	659	733	101	74	Q1
	FISHER ELEMENTARY	230	732	769	-	37	Q3	229	709	776	-	68	Q2
	GLEN OAKS EL	198	695	740	141	45	Q1	199	652	727	98	75	Q1
	EARL & LOTTIE WOLFOR	217	690	733	138	43	Q2	215	672	742	196	69	Q2
	MOHAWK EL	138	736	777	138	42	Q2	135	734	787	-	53	Q3
	EP RAYZOR EL	202	701	739	121	37	Q3	204	673	751	135	78	Q1
>	PROVIDENCE EL	167	666	721	167	56	Q1	165	654	711	53	57	Q2
	HAWK EL	227	695	739	188	44	Q2	229	682	740	131	59	Q2
	FLOWER MOUND EL	207	693	734	100	42	Q2	205	660	716	87	56	Q3
	BLANCHE DODD INT	234	653	699	103	46	Q1	240	627	674	82	48	Q3
	IRVIN EL	77	687	714	119	27	Q4	78	656	697	121	42	Q4
	LONGBRANCH EL	211	696	742	176	46	Q1	212	679	727	145	48	Q3
	DEW EL	65	715	736	-	22	Q4	64	694	736	56	42	Q4
	WHITEWRIGHT EL	94	678	703	96	25	Q4	95	659	718	101	58	Q2
	IOLA EL	96	680	722	107	42	Q2	97	670	724	86	54	Q3
	BEAR BRANCH EL	159	694	730	141	36	Q3	161	668	735	32	67	Q2
	HALLSVILLE INTERMEDI	291	658	693	94	35	Q3	284	625	700	68	75	Q1
	ROOSTER SPRINGS EL	209	695	742	131	47	Q1	209	652	723	117	71	Q1
	KATHRYN GRIFFIS EL	102	684	722	164	39	Q2	101	674	705	91	31	Q4
	BOLES EL	33	643	643	45	0	Q4	33	598	657	-	59	Q2
	HELENA PARK EL	91	637	669	132	33	Q3	92	609	676	75	67	Q2
	GRANDVIEW INT	149	686	719	104	33	Q3	150	682	744	133	62	Q2
	NORMANGEE EL	70	670	702	67	32	Q4	69	610	690	143	79	Q1
	SOUTH BOSQUE EL	79	701	723	-	22	Q4	77	655	701	-	46	Q4
	CHINA SPRING INT	464	690	735	108	45	Q1	463	677	723	103	47	Q4
	NICHOLS SAWMILL ELEM	209	676	712	146	36	Q3	210	645	702	72	57	Q2
	MILDRED EL	114	620	668	107	49	Q1	114	579	674	100	95	Q1
	PUCKETT EL	110	726	760	-	34	Q3	110	680	736	109	57	Q2
	RAINS INT	192	657	703	127	46	Q1	193	639	687	89	48	Q3
	ARDEN ROAD EL	97	665	689	-	25	Q4	97	619	669	58	50	Q3
	REYNOLDS EL	154	669	710	146	41	Q2	153	651	692	74	41	Q4
	DOROTHY SMITH PULLEN	257	708	743	80	35	Q3	258	700	723	86	23	Q4
	GRACE HARTMAN ELEMEN	295	721	762	109	42	Q2	294	710	765	159	55	Q3
	NANCY SMITH EL	100	703	725	99	22	Q4	101	703	732	129	29	Q4
	GUS WINSTON CAIN EL	164	678	725	95	47	Q1	163	645	740	136	95	Q1
	GREEN VALLEY EL	139	712	736	102	24	Q4	139	699	758	126	58	Q2
	VAN MIDDLE	464	677	699	62	21	Q4	464	661	690	70	30	Q4
	I C EVANS EL	98	659	699	132	39	Q2	98	631	680	120	49	Q3
	JO ANN FORD EL	175	703	748	133	45	Q1	176	685	759	134	74	Q1
	RIVER PLACE EL	192	703	754	166	51	Q1	193	668	741	102	73	Q1
	Group Average	170	688	726	110	38	--	170	665	722	98	57	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Providence Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Providence Elementary School's Mission Statement

Educate with enthusiasm and expect excellence.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Providence Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	135	96	55	82	91	43		
3	AA	17	88	12	4				
3	Hispanic	18	94	67	9	78	33		
3	White	98	97	60	67	96	46		
3	Eco. Dis.	28	93	46	17	88	35		
3	SPED	4			6	100	33		
3	LEP C	7	86	43	1				
3	LEP M1								
3	LEP M2								
4	All	126	91	30	82	90	51		
4	AA	13	100	31	8	63	13		
4	Hispanic	12	92	17	10	90	70		
4	White	99	90	31	63	94	54		
4	Eco. Dis.	22	86	9	12	75	17		
4	SPED	5	60	0	2				
4	LEP C	6	100	17	2				
4	LEP M1								
4	LEP M2								
5	All	121	99	42	92	100	57		
5	AA	13	100	31	5	100	40		
5	Hispanic	17	100	35	10	100	30		
5	White	87	99	46	75	100	61		
5	Eco. Dis.	30	97	27	12	100	25		
5	SPED	6	100	50	4				
5	LEP C	3			0				
5	LEP M1								
5	LEP M2								

Providence Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	119	91	35	84	90	20		
4	AA	13	100	46	8	75	0		
4	Hispanic	11	82	27	10	100	20		
4	White	93	90	34	65	91	22		
4	Eco. Dis.	19	79	16	12	83	17		
4	SPED	3			2				
4	LEP C	6	67	0	2				
4	LEP M1								
4	LEP M2								

Providence Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	135	89	38	83	92	39		
3	AA	17	76	29	5	80	40		
3	Hispanic	18	83	33	9	89	33		
3	White	98	92	40	67	94	39		
3	Eco. Dis.	28	82	36	18	78	28		
3	SPED	4			7	100	43		
3	LEP C	7	71	14	1				
3	LEP M1								
3	LEP M2								
4	All	125	96	42	83	87	36		
4	AA	13	100	23	8	50	25		
4	Hispanic	11	100	45	10	90	30		
4	White	99	95	42	64	91	38		
4	Eco. Dis.	21	86	24	12	67	25		
4	SPED	4			2				
4	LEP C	6	83	0	2				
4	LEP M1								
4	LEP M2								
5	All	120	95	42	89	98	64		
5	AA	13	100	23	5	100	20		
5	Hispanic	17	94	29	9	100	89		
5	White	86	94	48	73	97	63		
5	Eco. Dis.	30	93	40	11	100	82		
5	SPED	5	60	20	1				
5	LEP C	3			0				
5	LEP M1								
5	LEP M2								

Providence Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	122	95	46	89	98	64		
5	AA	13	77	31	5	100	40		
5	Hispanic	17	94	18	9	100	78		
5	White	88	98	55	73	97	63		
5	Eco. Dis.	30	90	27	12	92	50		
5	SPED	6	83	33	2				
5	LEP C	3			0				
5	LEP M1								
5	LEP M2								

Providence Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Providence Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- Enrollment & Enrollment Trends
- At-Risk Categories
- Attendance
- eSchoolPlus
- Special Programs Participation
- Ethnicity
- AEIS

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Student achievement remained strong regardless of population fluctuation over the years.
- Enrollment went from747 in 2008-2009; 847 in 2009-2010 to 545 in 2010-2011.
- 4% of population is in special ed; 5% of population is in speech; and 5% of population is in EXPO. This is a balanced representation of special populations.
- The campus RtI process is working. Early identification of students is helpful.
- AWARE data stays with the student as they move through Denton ISD providing consistency in student support.
- The at-risk data is available to classroom teachers through AWARE for targeted needs.

Needs

- The lower enrollment will result in possible staff downsizing.
- In EXPO referrals, the teachers need to know what characteristics to look for in early identification. We are not identifying students early enough.
- There are 19 504 students that need to be closely monitored for accomodations.

Summary of Needs

- The teachers need to be trained to know what characteristics to look for in order to make early identification of students for EXPO. We are not identifying students early enough. Staff development will be held during faculty meetings.
- The SES students must be closely monitored and targeted for instruction. These students are the highest at-risk category enrolled.
- 504 students need to be closely monitored for accomodations.
- Continue refining RtI process for early identification of student needs for interventions.

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- State Assessment Data
- OLSAT scores
- Report Card Data
- Teacher Observation of Student Work
- TELPAS Results
- State and AYP Data Tables
- Common Assessments/Benchmark Assessment

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Student Achievement data is disaggregated by hand by the teachers and discussed in PLCs.
- Student Achievement data is maintained on class spreadsheets to guide instruction.
- We have shown improvement in science TAKS scores in all students and in all subgroup categories.
- The SES students are making progress as demonstrated on common assessments due to interventions like TEAM Time.
- The RtI Committee is able to assist teachers in identifying strategies to target student needs.

Needs

- Further training is needed in the use of AWARE for data access.
- Student achievement data will be consistently utilized to guide instruction.
- Utilize research-based strategies to raise the rigor of instruction to increase the% of students earning Commended Performance in all subjects.
- Continue to make science a priority in daily instruction.
- Ensure that instruction has a long-term focus on college readiness standards for all students.
- Implement RtI strategies more consistently at levels I and II to meet student needs.
- Taks scores indicate that the SES students need to be closely targeted in math.

Summary of Needs

- Train teachers in the use of AWARE to access student assessment data.
- Teachers need to become more proficient in utilizing student achievement data to guide instruction.
- Utilize research-based strategies to raise the rigor of instruction to increase the% of students earning Commended Performance in all subjects.
- Implement RtI strategies more consistently at levels I and II to meet student needs so that fewer students require level III interventions.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Parent Survey
- Staff Survey
- Student Survey
- Code of Conduct/Office Referral Records

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 91% of students and 94% of staff indicate that students are expected to do their best academically all of the time
- 91% of students and 83% of staff indicate that students are expected to do their best behaviorally all of the time
- According to the survey, students indicate that the CHAMPS pictures/expectations help them know what their teacher wants them to do all of the time
- According to the survery, teachers indicate that they use the CHAMPS pictures/expectations to help students know what they want them to do all the time.
- Less than 1% of instructional days were lost as a result of ISS and Out-of-School Suspension placements.
- 100% of students and staff indicate that they feel physically safe at school most of the time.
- Only 3.6% of student population had more than 2 or more office referrals.

Needs

- We need to increase the consistent use of the CHAMPS pictures/expectations in all areas to help students know what is expected of them.
- We will continue to hold safety drills on a regular basis.
- We will continue to inform staff, students and parents of safety measures in place.
- We need to provide students with additional strategies to resolve conflict to reduce physical aggression resulting in office referrals.
- We need to consistently utilize CHAMPS strategies in the classroom to reduce off-task behaviors.
- We need to consistently utilize CHAMPS strategies in the campus common areas to facilitate smooth transitions.

Summary of Needs

- We need to increase the consistent use of the CHAMPS pictures/expectations in all areas to help students know what is expected of them.
- We will continue to practice safety drills on a regular basis.
- We will continue to inform staff, students and parents of safety measures in place.
- We need to provide students with additional strategies to resolve conflict to reduce physical aggression.
- We need to consistently utilize CHAMPS strategies in the classroom to reduce off-task behaviors.
- We need to consistently utilize CHAMPS strategies in the campus common areas to facilitate smooth transitions.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- Teacher Certification Data
- Special Program Qualifications
- Walk-Through Observation Data
- PRIDE goals
- Professional Development Data

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Teachers write personal goals each year for PRIDE and will continue to do so in PDAS.
- Administrators leave staff feedback in notes after observations or walk-throughs.
- Formative and Summative Conferences are held to discuss teacher goals and performance.
- Look 2 Learn data is shared with teachers.
- Inclusion Specialists team-teach in intermediate grades.
- Highly effective staff are assigned to work with high needs students during TEAM Time to provide intervention as determined by data.
- Specialized staff teach ESL, Reading Recovery, STAR, EXPO, etc.

Needs

- The staff will develop strategies to become more reflective about personal and student performance.
- The staff will develop rubrics for self-evaluation.
- Inclusion Specialists will develop team-teach lessons with primary grades.
- Refine RtI process so that students are identified for services in a timely manner.
- Teachers will walk-through other classrooms to observe teaching strategies of peers.
- Grade level PLCs will set walk-through goals for teacher observations.
- Staff development will be targeted toward writing common assessments.

Summary of Needs

- Reflective Strategies will be developed to improve both teacher and student performance.
- PDAS training will be held to assist teachers in setting goals.
- Develop schedules that allow Inclusion Specialists to team-teach with primary grades.
- Refine RtI process so that students are identified for services in a timely manner.
- Schedule observation times for teachers to walk-through classrooms to observe teaching strategies of peers.
- Utilize PLC time to set walk-through goals for teacher observations of other classrooms.
- Staff development will be targeted toward writing common assessments.

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- TEKS
- Grade Level Essential Learnings
- Benchmark Data
- All campus schedules
- District Scope & Sequence/Eduphoria
- AWARE
- Common Assessment Data

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Lesson plans are written with differentiation for all learners noted.
- Pre and Post assessments are administered to students to direct instruction.
- Guided Reading instruction is informed by running records and assessment.
- Team Time groups are formed according to needs based on assessment data.
- Essential Learnings are identified by each grade level each year to guide instruction.
- Grade levels "unpack" the TEKS for reading and math instruction.

Needs

- There must be more uniform documentation of individual student needs and interventions.
- Loss of instructional time while benchmarking must be kept to a minimum.
- The data used to inform instruction must be accurate.
- The data from assessment must be available in a timely manner.
- Grade level instructional roadmaps will be aligned with district scope and sequence.

Summary of Needs

- Each grade level needs to develop a uniform method of documentation of student skill acquisition and need.
- Loss of instructional time while benchmark testing must be kept to a minimum.
- The data used to inform instruction must be accurate.
- The data from assessment must be available in a timely manner.
- Grade level instructional roadmaps will be aligned with district scope and sequence.
- Grade Levels must be given time to "unpack" the TEKS for reading and math instruction through the scheduling of Power PLCs.

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- Event Attendance
- School Support Services
- School Demographic Data
- District Resources

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Strong parent/student involvement in school hosted learning nights (i.e. Fun Family Science Night, Fiesta Math Night)
- Strong parent volunteer base for special events at school (i.e. Pumpkin Drop, Thanksgiving Feast, Grandparents Day)
- Translators are provided when possible for families speaking languages other than English.
- The school hosts numerous programs that encourage healthy family relationships.

Needs

- New ideas are needed for involving families in students learning.
- Explore ways to involve more parent volunteers in classroom learning opportunities.
- Translated documents are needed for those families that speak a language other than English
- Improve communication about events/opportunities through the use of e-alerts.
- Expand parent nights to include topics such as social media, texting and cyberbulling.

Summary of Needs

- Generate new ideas for involving families in students learning.
- Explore ways to involve more parent volunteers in classroom learning opportunities.
- Translate documents for those families who speak a language other than English.
- Improve communication about event/opportunities through the use of e-alerts.

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- School Structure: Inclusion; blocking
- Team Leader meeting agendas
- RtI Committee notes
- Master Schedule
- PLC teams
- CLT meeting agendas
- Communication: Formal & Informal
- Duty Rosters

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Students with identified needs receive targeted assistance during TEAM Time.
- Students receive additional instruction in small group settings.
- The master schedule is designed to emphasize instructional time.
- Most decisions are made collaboratively in Team Leader meetings or at CLT meetings.
- Providence is a strong PLC campus.
- Staff meetings are used for celebrations and staff development.
- Grade level PLC teams design common assessments.
- RtI Committee provides feedback and strategies to classroom teacher for Tier I & II interventions prior to Tier 3 intervention.

Needs

- We need staff development and planning for integration of subjects.
- Teachers need to implement more differentiation in instruction to meet the varied needs of students.
- PLC teams need to provide feedback to administrators about district benchmarks.
- PLC teams need to design common assignments and rubrics to evaluate students with sufficient rigor.
- The CLT could develop a yearly survey to give staff members voice in campus decision making and policies.

Summary of Needs

- The campus needs to conduct staff development and team planning to improve the integration of subjects during instruction.
- Teachers need to implement more differentiation in instruction to meet the varied needs of students.
- PLC teams need to provide feedback to campus administrators about district benchmarks.
- PLC teams need to design common assignments and rubrics to evaluate student achievement with sufficient rigor.
- The CLT could develop a yearly survey to give staff members voice in campus decision making and policies as well as to guide the CLT in writing the CIP.

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- Technology Inventory
- Teacher Input
- Classroom Technology Needs by Grade Level
- Technology Integrator Interview

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Software is purchased by district so it is not a campus expense.
- 90% of the classrooms have ceiling-mounted projectors with document cameras.
- 98% of the classrooms have the use of document cameras and projector.
- The building has two computer labs.
- Classworks training was held during the school day for teachers.
- SRI/Reading Counts is used to access students and to promote independent reading.
- Students use the internet to conduct research in social studies, science and language arts.
- Math software is utilized to build computation skills and problem-solving skills.
- Study Island has been used to prepare students for state testing.

Needs

- The campus needs assistance updating some of its out-dated technology.
- The computer lab schedules need to be re-evaluated frequently for equity.
- Elementary schools need full-time technology integrators.
- Each grade level needs to evaluate the use of Classworks and integrate it into instruction.
- Special Area teachers expressed the need for better access to the computer labs for particular projects.

Summary of Needs

- The campus needs assistance updating some of its out-dated technology hardware and purchasing updated hardware.
- The computer lab schedules need to be re-evaluated frequently for equity.
- Elementary schools need full-time technology integrators.
- Each grade level needs to evaluate the use of Classworks and integrate it into instruction.
- The computer lab schedules need to accommodate the needs of the special area teachers. Administrators need to facilitate frequent monitoring.

Comprehensive Needs Assessment Summary of Priority Needs
Providence Elementary

Demographics:
The teachers need to be trained to know what characteristics to look for in order to make early identification of students for EXPO. We are not identifying students early enough. Staff development will be held during faculty meetings.
The SES students must be closely monitored and targeted for instruction. These students are the highest at-risk category enrolled.
504 students need to be closely monitored for accomodations.
Continue refining RtI process for early identification of student needs for interventions.

School Culture and Climate:
We need to increase the consistent use of the CHAMPS pictures/expectations in all areas to help students know what is expected of them.
We will continue to practice safety drills on a regular basis.
We will continue to inform staff, students and parents of safety measures in place.
We need to provide students with additional strategies to resolve conflict to reduce physical aggression.
We need to consistently utilize CHAMPS strategies in the classroom to reduce off-task behaviors.
We need to consistently utilize CHAMPS strategies in the campus common areas to facilitate smooth transitions.

Curriculum, Instruction and Assessment:
Each grade level needs to develop a uniform method of documentation of student skill acquisition and need.
Loss of instructional time while benchmark testing must be kept to a minimum.
The data used to inform instruction must be accurate.
The data from assessment must be available in a timely manner.
Grade level instructional roadmaps will be aligned with district scope and sequence.
Grade Levels must be given time to "unpack" the TEKS for reading and math instruction through the scheduling of Power PLCs.

Student Achievement:
Train teachers in the use of AWARE to access student assessment data.
Teachers need to become more proficient in utilizing student achievement data to guide instruction.
Utilize research-based strategies to raise the rigor of instruction to increase the% of students earning Commended Performance in all subjects.
Implement RtI strategies more consistently at levels I and II to meet student needs so that fewer students require level III interventions.

Teacher Quality:
Reflective Strategies will be developed to improve both teacher and student performance.
PDAS training will be held to assist teachers in setting goals.
Develop schedules that allow Inclusion Specialists to team-teach with primary grades.
Refine RtI process so that students are identified for services in a timely manner.
Schedule observation times for teachers to walk-through classrooms to observe teaching strategies of peers.
Utilize PLC time to set walk-through goals for teacher observations of other classrooms.
Staff development will be targeted toward writing common assessments.

Family and Community Involvement:
Generate new ideas for involving families in students learning.
Explore ways to involve more parent volunteers in classroom learning opportunities.
Translate documents for those families who speak a language other than English.
Improve communication about event/opportunities through the use of e-alerts.

School Content and Organization:

The campus needs to conduct staff development and team planning to improve the integration of subjects during instruction.

Teachers need to implement more differentiation in instruction to meet the varied needs of students.

PLC teams need to provide feedback to campus administrators about district benchmarks.

PLC teams need to design common assignments and rubrics to evaluate student achievement with sufficient rigor.

The CLT could develop a yearly survey to give staff members voice in campus decision making and policies as well as to guide the CLT in writing the CIP.

Technology:

The campus needs assistance updating some of its out-dated technology hardware and purchasing updated hardware.

The computer lab schedules need to be re-evaluated frequently for equity.

Elementary schools need full-time technology integrators.

Each grade level needs to evaluate the use of Classworks and integrate it into instruction.

The computer lab schedules need to accommodate the needs of the special area teachers. Administrators need to facilitate frequent monitoring.

Board Summary
Campus Improvement Plans
2011-12

Providence Elementary School

Wildy Important Goals for 2011-12
WIG 1: Increase the use of the CHAMPS icons in the classroom to increase student engagement by setting expectations from 68% to 95% by June 2012 as measured by the end-of-the-year staff survey. In May 2011, a student/staff survey was distributed. 90% of the students indicated that the CHAMPS icons helped them know their teacher's expectations but only 68% of the teachers indicated that they consistently used the CHAMPS icons most of the time.
WIG 2: By May 2012, 100% of all students will be setting personal reading goals and the percentage of students reading at or above the text level for their grade level will increase from 84% to 95% as measured by ELI or SRI. A survey of the classroom teachers was taken in May 2011 of the students' end-of-year guided reading levels as determined by ELI or SRA. 82% of the students in grades K - 5 were reading at or above grade level while 18% were reading below grade level.
WIG 3: We will increase student achievement in math by increasing the percentage of student and teacher use of rubrics and data collection graphs from 10% to 80% by May 2012 as measured by the grade level artifacts. According to the 2011 TAKS results, 91.3% of all students in grades 3-5 passed the math TAKS but only 86.4% of the Economically Disadvantaged students passed the math TAKS.

Campus Improvement Plan
Providence Elementary School

WIG 1

Increase the use of the CHAMPS icons in the classroom to increase student engagement by setting expectations from 68% to 95% by June 2012 as measured by the end-of-the-year staff survey.

In May 2011, a student/staff survey was distributed. 90% of the students indicated that the CHAMPS icons helped them know their teacher's expectations but only 68% of the teachers indicated that they consistently used the CHAMPS icons most of the time.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
A team of 7 teachers plus the counselor and administrators will be sent to CHAMPS training in order to return to train the staff in the CHAMPS classroom management approach. **Person(s) Responsible:** Campus Administrator Campus Counselor **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	CHAMPS training in Denton ISD at Sam Houston Elementary by Randy Sprick's trainer.	[ ]	[ ]		August Staff Development Day	Learning Walks; PDAS walk-throughs and observations;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase the use of a common language across the campus for student expectations in the common areas of the building and during class. [i.e.: voice levels; participation] **Person(s) Responsible:** Campus Administrators Classroom Teachers Support Staff **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	CHAMPS icons Staff members	[ ]	[ ]		Learning Walks; observation	Learning Walks; student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Create consistent, predictable classroom routines that include the following areas: Conversation, Help, Activity, Movement, Participation and Success. **Person(s) Responsible:** Campus Administrators Classroom Teachers Support Staff **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Champs icons Staff members	[ ]	[ ]		Learning Walks; PDAS walk-throughs and observations;	Learning Walks; student engagement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teach students explicit behaviors for expectations that demonstrate participation during lessons including best practices such as: pair/share; discuss with elbow partner and report; cooperative group work and guided note-taking. **Person(s) Responsible:** Classroom Teachers Campus Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	CHAMPS icons Classroom Teacher	[ ]	[ ]		Learning Walks; PDAS walk-throughs and observations;	Learning Walks; student engagement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teach students explicit behaviors for expectations that demonstrate "activity" during lessons so that each lesson's task or objective is clarified for each student and the end product is specific. **Person(s) Responsible:** Classroom Teachers Campus Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	CHAMPS icons Classroom Teacher	[ ]	[ ]		Learning Walks; PDAS walk-throughs and observations;	Learning Walks; student engagement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Involve teachers in Learning Walks a minimum of 1 time a semester to gather data on student engagement. **Person(s) Responsible:** Classroom Teachers Campus Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Data Collection Sheets Classroom Teachers	[ ]	[ ]		Learning Walks	Learning Walks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Give an End-of-the-year survey to the students and the staff evaluating the use of CHAMPS in the classroom and common areas of the building **Person(s) Responsible:** Campus Leadership Team Campus Administrators **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	End-of-the-year Survey	[ ]	[ ]		Survey Results	Survey Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Providence Elementary School

WIG 2

By May 2012, 100% of all students will be setting personal reading goals and the percentage of students reading at or above the text level for their grade level will increase from 84% to 95% as measured by ELI or SRI.

A survey of the classroom teachers was taken in May 2011 of the students' end-of-year guided reading levels as determined by ELI or SRA. 82% of the students in grades K - 5 were reading at or above grade level while 18% were reading below grade level.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue the use of Thinking Maps & Write from the Beginning K-5 for use in all subjects. **Person(s) Responsible:** Classroom Teachers Campus Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Write from the Beginning and Thinking Map binders Classroom Teachers	[ ]	[ ]		Lesson Plans Learning Walks Student writing folders/journals	ELI Common Assessments STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize TEAM time activities to focus on intervention and enrichment to meet identified needs of students **Person(s) Responsible:** Classroom Teachers Campus Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Games, manipulatives, and intervention tubs Classroom teachers All support staff	[ ]	[ ]		ELI, SRI, Running Records, Common Assessments, Students work samples	EOY ELI & SRI STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide inclusive small group instruction and model teaching by reading specialist for at-risk students **Person(s) Responsible:** Reading Interventionist Campus Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus reading materials Classroom Teachers Reading Interventionist $29,589	[ ]	[X]	.5	ELI; Common assessments, Learning Walks; Student work samples	ELI STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Hold Professional Learning Community [PLC] team meetings weekly for 45 min. and once a six weeks for 5 hours to analyze data, identify essential teaching targets, and create common assessments **Person(s) Responsible:** Classroom Teachers Campus Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Student Data Classroom Teachers	[ ]	[ ]		Agendas Minutes Artifacts; Student work samples	ELI STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to implement an inclusive model of instruction for all students served in special programs such as Special Ed. and ESL **Person(s) Responsible:** Classroom Teachers Inclusion Specialists ESL Teacher Campus Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	IEP data Planning sessions All teachers	[ ]	[ ]		Learning Walks; Common assessments;	ELI STAAR STAAR Modified STAAR Alternate	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Track student progress and levels of RtI intervention using AWARE if students enter Tiers II & III **Person(s) Responsible:** Classroom Teachers Campus Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Student Data	[ ]	[ ]		PLC minutes AWARE; Student work samples; RtI minutes	ELI STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Utilize best practices in classes campuswide such as Readers and Writers workshop, Readers Cafe, Thinking Maps, Write from the Beginning, Brain-based Instruction strategies, Differentiated Instruction strategies, Academic Vocabulary, etc. **Person(s) Responsible:** Classroom Teachers Campus Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom Teachers	[ ]	[ ]		Eduphoria Lesson Plans; Learning Walks; Team and PLC meetings; PDAS observations	Kathy Richardson ELI STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reading Recovery teacher will intervene with at-risk K-1 students through literacy groups and Reading Recovery instruction. She will also support primary teachers with reading strategies to improve reading instructions **Person(s) Responsible:** Reading Recovery teacher Campus Administrator **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	K-2 Literacy teacher $39,715	[ ]	[X]	.5	ELI; Running Records; Anecdotal Notes; Learning Walks	ELI results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All teachers will read "the Daily 5" during the summer of 2011 then implement the literacy strategies into reading instruction **Person(s) Responsible:** Classroom Teachers Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	"the Daily 5" books Classroom teachers	[ ]	[ ]		Lesson Plans Learning Walks PDAS student reading folders	Campus Reading Survey ELI STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Guided Reading levels will be monitored at the end of each six week period to determine how many students are at or above grade level. **Person(s) Responsible:** Classroom Teachers Team Leaders Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Guided Reading Level Sheets	[ ]	[ ]		ELI. SRI, Running Records, Common Assessments, Guided Reading Level sheets	ELI STAAR End-of-the-year survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
An End-of-the-year Survey will be given to classroom teachers to determine the number of students reading at or above grade level as established by Denton ISD guidelines. **Person(s) Responsible:** Classroom Teachers Team Leaders Administrators **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Survey	[ ]	[ ]		ELI, SRI	Survey Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Providence Elementary School

WIG 3

We will increase student achievement in math by increasing the percentage of student and teacher use of rubrics and data collection graphs from 10% to 80% by May 2012 as measured by the grade level artifacts.

According to the 2011 TAKS results, 91.3% of all students in grades 3-5 passed the math TAKS but only 86.4% of the Economically Disadvantaged students passed the math TAKS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The team of two who were trained at the Stiggins Assessment Conference in 2010 will continue to train the staff in the implementation of sound assessment strategies. **Person(s) Responsible:** Campus Administrators Classroom Teacher **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Assessment "trainers" "Classroom Assessment for Student Learning"	[ ]	[ ]		PLC agendas and artifacts; Common assessment artifacts; rubrics; Learning Walks	Common Assessment data; rubrics; Kathy Richardson assessments; STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Staff development will be conducted by consultant, Cassie Erkens on the development and implementation of common assessments. **Person(s) Responsible:** Consultant Campus Administrators All Staff **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Consultants: Cassie Erkens; Classroom Teachers and Support Staff	[ ]	[ ]		PLC agendas and artifacts; Common assessment artifacts; Learning Walks	Common Assessment data; rubrics; Kathy Richardson assessments; STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All staff will continue the professional book study on "Seven Strategies of Assessment for Learning" to increase understanding of assessment for learning. **Person(s) Responsible:** Classroom Teachers Campus Adminstrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Books: "Seven Strategies of Assessment for Learning"; Classroom Teachers	[ ]	[ ]		Common Assessment data; rubrics; Kathy Richardson assessment results; STAAR	Common Assessment data; rubrics; Kathy Richardson assessment results; STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Staff development will be conducted on how to use data collection forms and rubrics with students in the classroom. **Person(s) Responsible:** Classroom Teachers Campus Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom teachers; Learning objectives	[ ]	[ ]		Progress reports; Common assessment data; Learning Walks	Report Card results; Learning Walks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Each grade level team will create a minimum of 5 common assessments in the content areas of math and reading. **Person(s) Responsible:** Classroom Teachers Inclusion Specialists **Completion Date:** September - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	TEKS; Student data; Reading specialists; Math Interventionist $29,589	[ ]	[ ]	.5	Lesson plans; Team artifacts; Assessment data; Learning Walks	Common Assessment data; Kathy Richardson assessment results; STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Each grade level team will implement and then disaggregate the common assessments to take action for the students to answer questions 3 & 4 of the critical PLC questions **Person(s) Responsible:** Classroom Teachers Inclusion Specialist Administrators **Completion Date:** September - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	TEKS; Student data; Math interventionist Reading interventionist	[ ]	[ ]		Lesson plans; Team artifacts; Assessment data; Learning Walks	Common Assessment data; Kathy Richardson assessment results; STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers conduct action research on increasing student achievement through providing positive, informative feedback on formative learning assignments prior to receiving grades. **Person(s) Responsible:** Classroom Teachers Campus Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom teachers; Learning objectives	[ ]	[ ]		Progress reports; Common assessment data; Learning Walks	Report Card results; Learning Walks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
PLC teams will develop rubrics for grade level objectives and develop data collection forms for student use prior to each six weeks period. PLCs will examine artifacts from previous six weeks to make changes to rebrics and data collections sheets as needed for the next six weeks period. **Person(s) Responsible:** Classroom Teachers Team Leaders Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	TEKS; grade level objective roadmap	[ ]	[ ]		PLC Agendas Rubrics Data Collection Forms	Report Card results Artifacts on Shared Drive	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
PLC teams will place rubrics and data collection forms on the shared drive for collaboration with other teams to promote vertical alignment. **Person(s) Responsible:** Classroom Teachers Team Leaders Administrators **Completion Date:** August 22 - May 31 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	rubrics; data collection forms	[ ]	[ ]		PLC Agendas; rubrics and data collection forms	Artifacts on Shared Drive	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
An end-of-the -year survey will be given to the students and the teachers to determine the level of impact that the data collection forms had on student success. **Person(s) Responsible:** Campus Leadership Team Administrators **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	End-of-the-year survey	[ ]	[ ]		Artifacts	Survey Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Providence Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Emily Jackson
2) Classroom Teacher	Jamie Ellis
3) Classroom Teacher	Daniel Rhynes
4) Classroom Teacher	Ashlyn Gulley
5) Classroom Teacher	Laura Boysen
6) Classroom Teacher	Jill Koenning
7) Campus-based Nonteaching Professional	Tricia Bolz
8) Campus-based Paraprofessional and Operations Staff	Lynda Howder
9) District-level Professional	Lori Mabry
10) Parent	Christine Gossett
11) Parent	Chelle Wilson
12) Community Member	Betsy Graham
13) Community Member	Justin Powell
14) Business Representative	Josh Juve
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	9-1-11	3:15 p.m.	Providence Library
2	10-6-11	3:15 p.m.	Providence Library
3	11-7-11	3:15 p.m.	Providence Library
4	2-2-12	3:15 p.m.	Providence Library
5	3-1-12	3:15 p.m.	Providence Library
6	4-5-12	3:15 p.m.	Providence Library
7	6-7-12	3:15 p.m.	Providence Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: EP RAYZOR EL

Campus #: 061901115

2011 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA
Commended on Writing
Commended on Mathematics
Commended on Science
Comparable Improvement: Mathematics

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Total Students: 720
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	98%	99%	*	> 99%	> 99%	*	> 99%	*	*	> 99%	*	> 99%
	2010	92%	97%	99%	99%	*	91%	> 99%	*	> 99%	*	*	88%	*	*
Mathematics	2011	88%	93%	97%	92%	*	93%	92%	*	> 99%	*	*	> 99%	*	> 99%
	2010	87%	93%	97%	97%	*	> 99%	96%	*	> 99%	*	*	89%	*	*
All Tests	2011	83%	91%	96%	92%	*	93%	92%	*	> 99%	*	*	> 99%	*	> 99%
	2010	84%	92%	96%	96%	*	91%	96%	*	> 99%	*	*	78%	*	*
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	97%	97%	83%	90%	99%	*	> 99%	*	*	> 99%	83%	*
	2010	86%	91%	96%	98%	> 99%	94%	99%	*	> 99%	*	*	88%	> 99%	90%
Mathematics	2011	89%	94%	98%	99%	> 99%	> 99%	99%	*	> 99%	*	*	> 99%	> 99%	*
	2010	89%	92%	97%	99%	> 99%	> 99%	99%	*	> 99%	*	*	88%	> 99%	> 99%
Writing	2011	91%	94%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	*
	2010	92%	93%	97%	98%	> 99%	94%	99%	*	> 99%	*	*	88%	> 99%	90%
All Tests	2011	78%	86%	95%	96%	83%	90%	98%	*	> 99%	*	*	> 99%	83%	*
	2010	78%	83%	93%	98%	> 99%	94%	99%	*	> 99%	*	*	88%	> 99%	90%
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	98%	98%	> 99%	> 99%	98%	*	> 99%	*	*	> 99%	92%	> 99%
	2010	86%	91%	96%	93%	91%	88%	94%	*	> 99%	*	*	70%	*	*
Mathematics	2011	86%	92%	98%	97%	71%	> 99%	99%	*	> 99%	*	*	> 99%	92%	> 99%
	2010	86%	92%	98%	97%	91%	> 99%	97%	*	> 99%	*	*	90%	*	*
Science	2011	86%	92%	98%	96%	86%	88%	99%	*	86%	*	*	67%	92%	80%
	2010	87%	90%	96%	92%	82%	88%	94%	*	> 99%	*	*	70%	*	*
All Tests	2011	76%	85%	95%	92%	71%	88%	95%	*	86%	*	*	67%	75%	80%
	2010	75%	82%	93%	89%	73%	88%	91%	*	> 99%	*	*	50%	*	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	98%	99%	88%	98%	> 99%	*	> 99%	*	*	> 99%	91%	> 99%
	2010	90%	93%	98%	98%	> 99%	94%	99%	*	n/a	n/a	n/a	85%	> 99%	85%
Mathematics	2011	84%	88%	98%	96%	82%	98%	97%	*	> 99%	*	*	> 99%	91%	> 99%
	2010	84%	88%	97%	98%	95%	> 99%	97%	*	n/a	n/a	n/a	89%	> 99%	> 99%
Writing	2011	92%	94%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	*
	2010	93%	95%	97%	98%	> 99%	94%	99%	*	n/a	n/a	n/a	88%	> 99%	90%
Science	2011	83%	84%	98%	96%	86%	88%	99%	*	86%	*	*	67%	92%	80%
	2010	82%	86%	96%	92%	82%	88%	94%	*	n/a	n/a	n/a	70%	*	*
All Tests	2011	76%	81%	96%	94%	76%	90%	96%	*	95%	*	*	92%	82%	92%
	2010	76%	81%	94%	95%	90%	91%	96%	*	n/a	n/a	n/a	74%	> 99%	85%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	63%	59%	47%	41%	62%	*	73%	*	*	29%	23%	23%
	2010	32%	38%	57%	59%	48%	39%	61%	*	84%	*	*	27%	33%	15%
Mathematics	2011	29%	32%	57%	60%	47%	38%	62%	*	86%	*	*	25%	36%	31%
	2010	28%	31%	52%	57%	48%	56%	56%	*	74%	*	*	22%	53%	31%
Writing	2011	31%	39%	52%	54%	50%	30%	55%	*	83%	*	*	20%	33%	*
	2010	32%	36%	47%	60%	50%	53%	62%	*	56%	*	*	25%	33%	20%
Science	2011	30%	33%	66%	60%	14%	47%	65%	*	71%	*	*	17%	33%	20%
	2010	28%	30%	60%	52%	36%	50%	53%	*	80%	*	*	40%	*	*
All Tests	2011	16%	19%	38%	39%	18%	24%	40%	*	73%	*	*	8%	14%	15%
	2010	15%	17%	37%	36%	29%	25%	36%	*	53%	*	*	11%	20%	< 1%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
	2010	85%	88%	> 99%	78%	*	*	83%	*	*	*	*	78%	*	*
Mathematics	2011	77%	83%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
	2010	75%	79%	> 99%	78%	*	*	67%	*	*	*	*	78%	*	*
Writing	2011	80%	88%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	> 99%	80%	*	*	*	*	*	*	*	80%	*	*
Science	2011	60%	60%	80%	*	*	*	*	*	*	*	*	*	*	*
	2010	58%	58%	71%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	88%	86%	*	*	> 99%	*	*	*	*	86%	*	*
	2010	64%	69%	83%	73%	*	*	75%	*	*	*	*	73%	*	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	100.0%	100.0%	100.0%	100.0%	100.0%	-	100.0%	*	-	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	95.4%	96.7%	100.0%	97.8%	96.4%	-	95.5%	*	-	50.0%	92.0%	92.3%
Not on TAKS	7.6%	7.6%	4.5%	3.3%	0.0%	2.2%	3.6%	-	4.5%	*	-	50.0%	8.0%	7.7%
TAKS(Acc) Only	2.4%	2.1%	1.5%	1.4%	0.0%	0.0%	1.8%	-	0.0%	*	-	20.8%	0.0%	0.0%
TAKS-M Only	3.1%	3.4%	1.1%	1.4%	0.0%	2.2%	1.1%	-	4.5%	*	-	20.8%	8.0%	7.7%
TAKS-Alt Only	0.9%	0.7%	0.9%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Combination	1.3%	1.4%	1.0%	0.5%	0.0%	0.0%	0.7%	-	0.0%	*	-	8.3%	0.0%	0.0%
By Acct Status														
Acct System	94.0%	95.7%	96.5%	96.2%	100.0%	91.3%	96.4%	-	100.0%	*	-	100.0%	88.0%	100.0%
Non-Acct System	4.6%	3.5%	3.2%	3.8%	0.0%	8.7%	3.6%	-	0.0%	*	-	0.0%	12.0%	0.0%
Mobile	4.6%	3.5%	3.2%	3.8%	0.0%	8.7%	3.6%	-	0.0%	*	-	0.0%	12.0%	0.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	295	365	17	46	279	0	22	1	0	24	25	13
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.7%	99.7%	100.0%	100.0%	99.6%	-	100.0%	-	*	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	95.2%	94.9%	95.8%	94.6%	94.7%	-	95.0%	-	*	44.4%	94.4%	92.3%
Not on TAKS	7.8%	7.7%	4.4%	4.8%	4.2%	5.4%	4.8%	-	5.0%	-	*	55.6%	5.6%	7.7%
TAKS(Acc) Only	2.3%	1.8%	1.1%	1.3%	0.0%	2.7%	1.3%	-	0.0%	-	*	14.8%	0.0%	0.0%
TAKS-M Only	3.3%	3.8%	1.6%	1.9%	0.0%	2.7%	1.8%	-	5.0%	-	*	22.2%	5.6%	7.7%
TAKS-Alt Only	0.8%	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Combination	1.3%	1.3%	0.8%	1.6%	4.2%	0.0%	1.8%	-	0.0%	-	*	18.5%	0.0%	0.0%
By Acct Status														
Acct System	90.0%	91.0%	94.4%	93.9%	87.5%	94.6%	95.2%	-	90.0%	-	*	77.8%	77.8%	92.3%
Non-Acct System	8.6%	8.1%	5.2%	5.8%	12.5%	5.4%	4.4%	-	10.0%	-	*	22.2%	22.2%	7.7%
Mobile	4.4%	3.6%	2.9%	3.9%	12.5%	2.7%	2.6%	-	5.0%	-	*	0.0%	16.7%	0.0%
Non-Acct Test	4.2%	4.5%	2.3%	1.9%	0.0%	2.7%	1.8%	-	5.0%	-	*	22.2%	5.6%	7.7%
Not Tested	1.4%	0.9%	0.3%	0.3%	0.0%	0.0%	0.4%	-	0.0%	-	*	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.3%	0.0%	0.0%	0.4%	-	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	324	311	24	37	228	0	20	0	1	27	18	13

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	67%	80%	*	*	*	*	*	*	*	*	*	*
	2010	50%	53%	75%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	43%	66%	75%	*	*	80%	*	*	*	*	*	*	*
	2010	45%	52%	71%	*	*	*	*	*	*	*	*	*	*	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	113	*	*	*	*	*	*	*	*	*	*	*
	2010	86	90	128	126	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	66	90	135	*	*	*	*	*	*	*	*	*	*
	2010	70	77	97	*	*	*	*	*	*	*	*	*	*	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	2%	2%	< 1%	< 1%	2%	*	< 1%	*	*	< 1%	8%	< 1%
	2010	15%	10%	5%	8%	9%	13%	8%	*	< 1%	*	*	30%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	> 99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	> 99%
	2010	92%	96%	99%	98%	> 99%	> 99%	97%	*	> 99%	*	*	80%	*	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	2%	3%	29%	< 1%	1%	*	< 1%	*	*	< 1%	8%	< 1%
	2010	14%	9%	3%	3%	9%	< 1%	3%	*	< 1%	*	*	10%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	99%	98%	71%	> 99%	> 99%	*	> 99%	*	*	> 99%	92%	> 99%
	2010	92%	95%	99%	97%	91%	> 99%	97%	*	> 99%	*	*	90%	*	*
English Language Learners Progress Indicator															
2010-11		80%	86%	> 99%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	> 99%
2009-10		79%	85%	> 99%	95%	*	92%	*	*	*	*	*	*	> 99%	92%
Attendance Rate @															
2009-10		95.5%	95.9%	96.8%	96.4%	97.0%	96.6%	96.3%	-	97.1%	-	*	96.7%	95.6%	97.1%
2008-09		95.6%	95.9%	96.9%	96.5%	97.2%	96.6%	96.5%	*	n/a	n/a	n/a	96.7%	96.3%	97.4%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		720	100.0%	22,709	23,832	4,912,385
Students By Grade:	Early Childhood Education	1	0.1%	0.3%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	0.7%	3.0%	4.5%
	Kindergarten	109	15.1%	13.4%	8.5%	7.6%
	Grade 1	137	19.0%	14.8%	8.5%	7.9%
	Grade 2	117	16.3%	15.6%	8.8%	7.7%
	Grade 3	129	17.9%	17.6%	8.5%	7.6%
	Grade 4	106	14.7%	19.5%	7.9%	7.6%
	Grade 5	121	16.8%	16.1%	7.9%	7.6%
	Grade 6	0	0.0%	2.1%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.0%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	27	3.8%	2.8%	11.6%	12.9%
	Hispanic	90	12.5%	12.7%	30.8%	50.3%
	White	556	77.2%	77.0%	52.9%	31.2%
	Native American	0	0.0%	0.5%	0.9%	0.5%
	Asian	37	5.1%	4.4%	2.6%	3.4%
	Pacific Islander	1	0.1%	0.1%	0.1%	0.1%
	Two or More Races	9	1.3%	2.5%	1.2%	1.6%
Economically Disadvantaged		53	7.4%	11.9%	41.5%	59.2%
Limited English Proficient (LEP)		27	3.8%	3.0%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		0	0.0%	0.1%	1.3%	1.9%
At-Risk		99	13.8%	15.1%	35.1%	46.3%
Mobility (2009-10)		34	6.0%	7.3%	17.1%	18.2%
Number of Students per Teacher		15.6	n/a	15.1	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	1.6%	2.0%	2.1%	2.3%	0.0%	15.4%	14.3%	10.7%
Grade 1	0.0%	1.2%	1.5%	4.7%	0.0%	4.3%	8.5%	8.9%
Grade 2	0.0%	0.4%	0.8%	2.8%	0.0%	1.3%	3.8%	4.1%
Grade 3	0.0%	0.3%	1.1%	2.0%	0.0%	1.6%	1.4%	1.8%
Grade 4	1.0%	0.1%	0.1%	1.1%	0.0%	1.2%	0.4%	0.9%
Grade 5	0.0%	0.1%	0.4%	1.3%	0.0%	0.9%	2.0%	1.3%
Grade 6	-	0.3%	0.1%	0.7%	-	0.0%	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	18.2	19.1	18.8	19.0
	Grade 1	19.6	19.2	18.9	18.9
	Grade 2	19.7	19.0	18.8	18.8
	Grade 3	21.5	19.4	19.1	18.8
	Grade 4	21.2	19.9	20.3	19.0
	Grade 5	24.2	22.4	21.9	21.4
	Grade 6	-	22.0	20.9	20.7
	Mixed Grades	29.0	29.4	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	58.2	100.0%	100.0%	100.0%	100.0%
Professional Staff:	54.3	93.2%	87.7%	72.3%	63.4%
Teachers	46.2	79.3%	74.1%	56.2%	50.5%
Professional Support	6.1	10.5%	9.8%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	3.4%	3.8%	2.7%	2.8%
Educational Aides:	4.0	6.8%	12.3%	7.9%	9.5%
Total Minority Staff:	10.0	17.2%	7.0%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	5.0	10.8%	0.9%	6.5%	9.3%
Hispanic	3.0	6.5%	3.6%	11.7%	23.7%
White	37.2	80.5%	93.8%	78.4%	63.9%
American Indian	0.0	0.0%	0.6%	0.8%	0.4%
Asian	0.0	0.0%	0.8%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	1.0	2.2%	0.2%	2.1%	1.3%
Males	2.0	4.3%	4.5%	24.0%	23.2%
Females	44.2	95.7%	95.5%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	3.0	6.5%	3.4%	4.8%	6.0%
1-5 Years Experience	14.0	30.3%	25.4%	31.8%	30.0%
6-10 Years Experience	10.0	21.7%	24.1%	22.7%	21.1%
11-20 Years Experience	11.2	24.2%	30.6%	25.5%	25.0%
0ver 20 Years Experience	8.0	17.3%	16.4%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	10.1 yrs.	11.9 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	4.5 yrs.	7.7 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,600	$43,490	$45,521	$41,272
1-5 Years Experience	$47,129	$45,339	$47,448	$44,013
6-10 Years Experience	$48,534	$46,699	$48,287	$46,604
11-20 Years Experience	$49,882	$50,392	$51,852	$50,476
Over 20 Years Experience	$62,527	$59,501	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$50,733	$49,478	$51,120	$48,638
Professional Support	$49,251	$54,009	$55,177	$57,045
Campus Administration (School Leadership)	$76,807	$70,621	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	0.8	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$3,783,300	100.0%	$5,647	$4,028,903	100.0%	$6,013	$133,340,093	100.0%	$5,975
Instruction (11,95)	$2,916,871	77.1%	$4,354	$2,984,952	74.1%	$4,455	$100,479,459	75.4%	$4,503
Instructional-Related Services (12,13)	$163,943	4.3%	$245	$185,740	4.6%	$277	$5,766,479	4.3%	$258
Instructional Leadership (21)	$35,356	0.9%	$53	$35,356	0.9%	$53	$1,864,790	1.4%	$84
School Leadership (23)	$249,093	6.6%	$372	$250,684	6.2%	$374	$8,841,781	6.6%	$396
Support Services-Student (31,32,33)	$175,739	4.6%	$262	$184,979	4.6%	$276	$6,900,250	5.2%	$309
Other Campus Costs (35,36,51,52,53)	$242,298	6.4%	$362	$387,192	9.6%	$578	$9,487,334	7.1%	$425
By Program:									
Total Operating Expenditures	$3,541,002	100.0%	$5,285	$3,552,277	100.0%	$5,302	$122,702,463	100.0%	$5,498
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	$997,672	0.8%	$45
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$7,712	0.0%	$0
Accelerated Education (24,30)	$137,660	3.9%	$205	$138,538	3.9%	$207	$4,440,395	3.6%	$199
Gifted & Talented Education (21)	$108,912	3.1%	$163	$108,912	3.1%	$163	$1,644,850	1.3%	$74
Regular Education (11)	$2,884,997	81.5%	$4,306	$2,884,997	81.2%	$4,306	$95,363,829	77.7%	$4,273
Special Education (23)	$409,433	11.6%	$611	$419,830	11.8%	$627	$20,248,005	16.5%	$907
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	24	3.3%	2.7%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	39	5.4%	8.5%	8.7%	7.7%
Special Education	44	6.1%	7.8%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	1.0	2.2%	0.7%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.3%	3.6%	4.0%
Compensatory Education	1.0	2.2%	2.8%	5.0%	2.9%
Gifted & Talented Education	1.0	2.2%	1.7%	1.7%	1.9%
Regular Education	39.2	84.8%	85.9%	68.0%	73.4%
Special Education	4.0	8.7%	8.6%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Hispanic	% Econ	% Mobility	% LEP	% Afr_Amer
014903108		LAKEWOOD EL	BELTON ISD	77.9	15.2	24.0	9.3	0.9	1.4
014908041		SALADO INT	SALADO ISD	77.0	19.3	25.8	13.0	7.3	1.3
043905107		FISHER ELEMENTARY	FRISCO ISD	78.3	10.2	3.8	4.7	1.4	3.7
043905131		PUREFOY EL	FRISCO ISD	77.3	7.4	3.4	9.2 **	1.3	6.2
043907122		J B WILMETH EL	MCKINNEY ISD	76.4	8.4	5.2	7.5	2.0	7.0
057916122		BOWIE EL	RICHARDSON ISD	75.8	13.1	12.9	6.9	5.7	6.3
057916128		BRENTFIELD EL	RICHARDSON ISD	77.0	11.7	6.1	3.7	3.6	1.5
061901115	>	EP RAYZOR EL	DENTON ISD	77.2	12.5	7.4	6.0	3.8	3.8
061901118		HAWK EL	DENTON ISD	77.8	11.5	8.1	5.6	1.2	4.3
061901122		BLANTON EL	DENTON ISD	77.1	14.7	10.7	8.7	5.4	3.0
061902110		HIGHLAND VILLAGE EL	LEWISVILLE ISD	77.1	13.9	9.0	2.6	0.8	2.7
061902112		FLOWER MOUND EL	LEWISVILLE ISD	77.6	11.6	9.1	10.2	1.7	2.6
061902117		DONALD ELEMENTARY	LEWISVILLE ISD	77.2	10.3	4.9	3.7	1.6	2.1
061902122		HERITAGE EL	LEWISVILLE ISD	78.6	8.1	1.0	5.1	0.8	4.8
061905102		BLANCHE DODD INT	KRUM ISD	78.1	17.1	34.2	7.5	4.8	2.2
061911102		JUSTIN EL	NORTHWEST ISD	75.9	17.1	32.3	15.3	6.8	2.3
061911106		LAKEVIEW EL	NORTHWEST ISD	77.8	11.8	10.3	11.7	7.1	1.3
061911109		SAMUEL BECK EL	NORTHWEST ISD	76.1	13.8	9.6	7.9	2.5	1.6
084910120		I W AND ELEANOR HYDE EL	CLEAR CREEK ISD	76.1	13.6	20.7	7.3	2.0	5.5
084911104		WINDSONG INT	FRIENDSWOOD ISD	75.8	13.3	4.2	4.9	0.8	1.8
101913109		GREENTREE EL	HUMBLE ISD	76.0	12.6	11.0	7.3	4.1	4.6
101920109		MEMORIAL DRIVE EL	SPRING BRANCH ISD	78.1	10.8	5.0	4.9	7.7	0.9
123905101		HELENA PARK EL	NEDERLAND ISD	77.3	15.0	34.1	11.9	4.8	1.5
130901105		CIBOLO CREEK EL	BOERNE ISD	78.1	18.1	17.9	7.7	1.1	0.6
161903105		SOUTH BOSQUE EL	MIDWAY ISD	77.4	12.2	12.4	9.2	2.3	4.5
170902121		BUSH EL	CONROE ISD	76.3	13.3	9.0	6.5	3.7	1.6
184907104		MCCALL EL	ALEDO ISD	75.9	18.9	18.0	8.5	6.1	1.0
191901106		ARDEN ROAD EL	CANYON ISD	77.8	14.9	18.2	11.5	0.7	4.0
199901110		GRACE HARTMAN ELEMENTARY	ROCKWALL ISD	77.5	9.9	6.6	4.8	1.5	2.9
220902120		GREEN VALLEY EL	BIRDVILLE ISD	78.1	10.4	19.7	8.0	4.4	2.8
220905103		BENBROOK EL	FORT WORTH ISD	76.4	17.2	32.7	12.5	4.1	5.4
220906109		GRAPEVINE EL	GRAPEVINE-COLLEYVILLE IS	76.0	11.9	8.8	5.2	2.7	2.3
220907108		SHADY GROVE EL	KELLER ISD	76.4	9.3	4.2	9.0	2.1	3.3
220919104		ROBERT H ROCKENBAUGH EL	CARROLL ISD	76.6	8.6	0.6	4.8	0.6	1.0
221912103		WYLIE INT	WYLIE ISD	77.0	13.8	17.8	7.8	0.1	2.5
227901119		HIGHLAND PARK EL	AUSTIN ISD	75.9	14.7	6.4	5.6	3.9	1.7
227909101		EANES EL	EANES ISD	76.0	11.5	3.6	3.4	5.2	1.7
227909103		VALLEY VIEW EL	EANES ISD	76.2	13.4	8.1	5.8	4.0	0.6
227909106		BRIDGE POINT EL	EANES ISD	77.3	8.0	0.9	3.4	2.7	0.4
246908103		BILL BURDEN EL	LIBERTY HILL ISD	76.2	19.4	28.8	10.9	4.1	0.9
246913118		RIVER PLACE EL	LEANDER ISD	77.5	11.1	4.0	5.9	2.3	2.9
		Group Average		77.0	12.7	11.9	7.3	3.0	2.8

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
LAKEWOOD EL	221	664	712	115	49	Q1	223	659	733	101	74	Q1
SALADO INT	263	695	726	57	31	Q4	264	666	690	40	24	Q4
FISHER ELEMENTARY	230	732	769	-	37	Q3	229	709	776	-	68	Q1
PUREFOY EL	161	714	754	54	41	Q2	159	691	739	50	48	Q4
J B WILMETH EL	201	705	751	135	46	Q1	201	674	732	119	58	Q2
BOWIE EL	203	739	768	128	29	Q4	204	735	784	153	48	Q4
BRENTFIELD EL	253	754	784	-11	31	Q4	255	746	795	-	50	Q3
> EP RAYZOR EL	202	701	739	121	37	Q3	204	673	751	135	78	Q1
HAWK EL	227	695	739	188	44	Q2	229	682	740	131	59	Q2
BLANTON EL	147	702	737	113	36	Q3	148	678	718	63	39	Q4
HIGHLAND VILLAGE EL	103	696	745	-	49	Q1	107	657	692	100	34	Q4
FLOWER MOUND EL	207	693	734	100	42	Q2	205	660	716	87	56	Q3
DONALD ELEMENTARY	168	687	731	125	44	Q2	169	656	718	83	63	Q2
HERITAGE EL	252	696	740	152	44	Q2	248	665	723	90	58	Q2
BLANCHE DODD INT	234	653	699	103	46	Q1	240	627	674	82	48	Q4
JUSTIN EL	157	661	707	131	46	Q1	161	654	711	91	56	Q3
LAKEVIEW EL	104	699	741	102	42	Q2	104	681	707	53	27	Q4
SAMUEL BECK EL	168	709	744	111	34	Q3	170	694	740	-	46	Q4
I W AND ELEANOR HYDE	173	675	713	90	38	Q3	176	667	729	145	62	Q2
WINDSONG INT	446	696	737	115	40	Q2	448	666	743	123	76	Q1
GREENTREE EL	257	662	721	145	59	Q1	257	660	721	120	61	Q2
MEMORIAL DRIVE EL	155	706	753	120	47	Q1	157	663	752	88	90	Q1
HELENA PARK EL	91	637	669	132	33	Q4	92	609	676	75	67	Q2
CIBOLO CREEK EL	262	727	766	140	39	Q3	262	721	765	155	44	Q4
SOUTH BOSQUE EL	79	701	723	-	22	Q4	77	655	701	-	46	Q4
BUSH EL	127	692	717	-	26	Q4	128	641	754	82	113	Q1
MCCALL EL	153	676	709	90	33	Q4	153	656	711	31	55	Q3
ARDEN ROAD EL	97	665	689	-	25	Q4	97	619	669	58	50	Q3
GRACE HARTMAN ELEMEN	295	721	762	109	42	Q2	294	710	765	159	55	Q3
GREEN VALLEY EL	139	712	736	102	24	Q4	139	699	758	126	58	Q2
BENBROOK EL	155	668	703	150	35	Q3	155	642	702	92	61	Q2
GRAPEVINE EL	149	686	750	104	64	Q1	146	643	718	88	75	Q1
SHADY GROVE EL	99	685	720	71	35	Q3	99	631	713	85	82	Q1
ROBERT H ROCKENBAUGH	105	710	747	-	37	Q3	105	669	763	-	93	Q1
WYLIE INT	465	688	727	172	39	Q3	465	679	733	120	54	Q3
HIGHLAND PARK EL	186	717	757	169	39	Q3	184	684	736	83	52	Q3
EANES EL	155	711	756	71	45	Q2	154	679	740	132	61	Q2
VALLEY VIEW EL	138	704	751	-	46	Q1	132	668	741	129	73	Q1
BRIDGE POINT EL	237	708	756	74	48	Q1	239	690	752	86	62	Q2
BILL BURDEN EL	191	656	675	83	19	Q4	192	616	680	88	64	Q2
RIVER PLACE EL	192	703	754	166	51	Q1	193	668	741	102	73	Q1
Group Average	186	696	736	122	40	--	187	673	732	92	59	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Eugenia Porter Rayzor Elementary School

Denton Independent School District

APR 2418

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Eugenia Porter Rayzor Elementary School's Mission Statement

Learning together to better ourselves and our world.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Eugenia Porter Rayzor Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	101	98	66	133	99	64		
3	AA	6	83	50	4				
3	Hispanic	9	100	56	15	100	47		
3	White	81	99	67	104	100	65		
3	Eco. Dis.	6	83	33	6	83	33		
3	SPED	5	100	60	8	100	50		
3	LEP C	2			6	100	50		
3	LEP M1								
3	LEP M2								
4	All	108	99	58	106	96	58		
4	AA	6	100	33	6	83	50		
4	Hispanic	17	94	35	11	82	45		
4	White	77	100	62	83	99	59		
4	Eco. Dis.	8	100	25	6	67	17		
4	SPED	3			7	100	43		
4	LEP C	10	90	20	1				
4	LEP M1								
4	LEP M2								
5	All	90	96	52	119	100	60		
5	AA	11	100	55	7	100	43		
5	Hispanic	9	89	22	18	100	33		
5	White	64	97	55	88	100	67		
5	Eco. Dis.	3			11	100	27		
5	SPED	9	78	22	3				
5	LEP C	0			5	100	0		
5	LEP M1								
5	LEP M2								

Eugenia Porter Rayzor Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	108	99	62	101	100	54		
4	AA	6	100	50	6	100	50		
4	Hispanic	17	94	53	11	100	27		
4	White	77	100	65	78	100	56		
4	Eco. Dis.	8	100	25	6	100	33		
4	SPED	3			6	100	17		
4	LEP C	10	90	20	1				
4	LEP M1								
4	LEP M2								

Eugenia Porter Rayzor Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	103	97	38	134	93	43		
3	AA	6	83	17	4				
3	Hispanic	9	100	33	16	94	25		
3	White	83	98	40	104	92	43		
3	Eco. Dis.	6	100	17	6	83	17		
3	SPED	7	100	14	8	100	25		
3	LEP C	2			6	100	33		
3	LEP M1								
3	LEP M2								
4	All	109	100	66	105	98	67		
4	AA	6	100	50	6	100	67		
4	Hispanic	17	100	65	11	91	36		
4	White	78	100	65	82	99	68		
4	Eco. Dis.	8	100	63	6	83	33		
4	SPED	4			7	100	29		
4	LEP C	10	100	40	1				
4	LEP M1								
4	LEP M2								
5	All	88	97	67	120	98	72		
5	AA	11	91	64	7	71	57		
5	Hispanic	9	100	67	18	100	50		
5	White	62	97	66	89	99	76		
5	Eco. Dis.	3			11	91	36		
5	SPED	7	86	29	4				
5	LEP C	0			5	100	40		
5	LEP M1								
5	LEP M2								

Eugenia Porter Rayzor Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	88	92	51	117	97	61		
5	AA	12	83	33	7	86	14		
5	Hispanic	8	88	50	17	88	47		
5	White	62	94	53	86	100	66		
5	Eco. Dis.	2			12	92	33		
5	SPED	9	67	33	2				
5	LEP C	0			5	80	20		
5	LEP M1								
5	LEP M2								

Eugenia Porter Rayzor Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Eugenia Porter Rayzor Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- student ethnicity
- student growth trends
- economic disandvantage trends
- gender

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Overall Growth is 8% a year
- Rise in economically disadvantage from 4% to 10%
- Rise in hispanic population by 10%
- American Indian 3%/Asian 7%
- African American 8%/Native Hawaiin 1%
- White 67%/Hispanic 14%
- Males 55%/Femailes 45%
- Gifted and Talented Total 8% of the population; 2% black; 78% white; 20% Asian

Needs

- by adding new teachers to the campus we must have a PD plan for consistancy due to 8% growth every year
- staff development and implementation of stategies for EDC
- stratategies to increase performance for females in science and math
- stratategies to increase performance for males in language arts
- Hispanic and African American representation in Gifted and Talented

Summary of Needs

- We must have a continuum of professional development because of our growth; we add teachers to the campus every year.
- African American and Hispanic representation in Gifted and Talented
- Our girls don't perform as well in science and math. Our males don't perform as well in lanugage arts.

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- ELI
- Kathy Richardson
- Common Assessment
- Benchmarks, AWARE
- Just 4 Kids
- DRA
- Observation Survey
- AEIS

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 99% of students meeting average range
- Text Reading Levels
- Fluency Levels
- Beginning Reading Rec in Stainine 3-4
- % passing all TAKS areas
- 3% ELL; 100% pass reading with 27% commended
- 100% pass math with 36% commended

Needs

- Inferencing
- Writing to a Prompt
- Mathematics Automaticity
- Commended Rate
- College and Career Readiness
- K-2 rigor
- ELL Commended Rate

Summary of Needs

- Our goal this year was to raise the commended rate in order to reach the goal of more students becoming college and career readiness. While we increased this percent we did not meet our goal. Therefore, we will continue to work on the commended rate through STAAR and colledge and career readiness through Just 4 kids. In addition, we will look at our K-2 curriculum and increase the rigor at these grade levels. We must target the ELL commended rate. Our vertical teams identified several areas that need addressing school-wide - inferencing, writing to a prompt and mathematics automaticity. We will address these areas in our 2011-2012 wigs.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- student survey
- parent survey
- teacher survey
- feedback data
- Parent Conferences

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Teacher Quality
- School Climate
- Staff Collaborates Well Together
- School Safety
- Parent Involvement in Education of Students

Needs

- Spanish Program Improvement
- Fund Raising
- PLC Teams Dealing with Conflict

Summary of Needs

- 1/2 of our students are not pleased with the Spanish program. They find it boring and celebrate when it is over. A parent, Mrs. Baumgarten is working on improvement of this program.
- Every year we have a group of parents that complain about the Boosterthon Fun Run that is put on by the PTA. We need to find some compromises in order to make it successful in every ones' eyes.
- Teachers are working on building a team that is high performing and targeting conflict in a team. The good, the bad and the ugly.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- Staff Mobility/Stability
- Special Program Qualifications
- Staff Absenses

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 100% certified in teaching area
- 2 out of 3 paras have colledge degrees
- 100% of teachers are profecient
- staff turnover has improved every year
- 100% highly trained in literacy instruction
- CIP is created by staff and monitored throughout the year

Needs

- working as a team/transparency
- still want to look at staff turnover
- Teacher/staff absence

Summary of Needs

- As a PLC our focus next year will be transparency of our team.
- We will continue to work on staff turnover.
- Teacher/staff absence must also be addressed.

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Collaborative Horizontal and Vertical Team Alignment Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- scope and sequence
- common language in LA and Math
- PD in instructional design
- instructional design
- horizontal teaming
- Schedule
- PRIME Time
- Interventionalist
- RTI Process

Needs

- Refine Vertical Teaming
- Understanding and Implementing Assessment
- Student Self Directed Assessment

Summary of Needs

- We began vertical teams this year. We met 3 times. We will keep the same teams and work to profect our vertical PLCs. In addition, we will continue to understand and and implement assessment according to Stiggins and Marzano with an imphasis on student directed assessment.

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Principal Newsletters
- E-mails
- Phone Blasts
- Teacher Newsletters

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- PTA Partnership
- Lantana Foundation Partnership
- Student Mobility
- Guyer Mentors
- Volunteers
- Watch D.O.G.S.
- Excellent attendence at all special nights
- Guidance for emotional groups by counselor

Needs

- Communication

Summary of Needs

- We will continue to strive to communicate with parents and community. This area can always be improved.

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- School Structure
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Support Structures: Mentor Teachers
- Schedule for Student Support Services
- School Map & Physical Environment
- Program Support Services
- Communication: Formal and Informal

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Program Support Services: Art Club, choir, drama, destination imagination, running club
- School Map & Physical Environment
- Leadership: Formal and Informal

Needs

- Decision-Making Processes

Summary of Needs

- We must include more voice in the decisions of the school by implementing more of the World Café activities into our staff meetings.

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- Technology Hardware and Software
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Technology Policies and Procedures
- Parent and Student Survey
- video: Glass

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Mini laptop cart; projectors; document
- cameras; cameras; flip videos; computers; interactive white boards
- Eduphoria!
- Classworks

Needs

- use of other technology tools

Summary of Needs

- Addition of mini laptop cart or Ipad cart - Goal for PTA
- Add more interactive white boards in the classrooms

Comprehensive Needs Assessment Summary of Priority Needs
E. P. Rayzor Elementary

Demographics:
We must have a continuum of professional development because of our growth; we add teachers to the campus every year.
African American and Hispanic representation in Gifted and Talented
Our girls don't perform as well in science and math. Our males don't perform as well in lanugage arts.

Student Achievement:
Our goal this year was to raise the commended rate in order to reach the goal of more students becoming college and career readiness. While we increased this percent we did not meet our goal. Therefore, we will continue to work on the commended rate through STAAR and colledge and career readiness through Just 4 kids. In addition, we will look at our K-2 curriculum and increase the rigor at these grade levels. We must target the ELL commended rate. Our vertical teams identified several areas that need addressing school-wide - inferencing, writing to a prompt and mathematics automaticity. We will address these areas in our 2011-2012 wigs.

School Culture and Climate:
1/2 of our students are not pleased with the Spanish program. They find it boring and celebrate when it is over. A parent, Mrs. Baumgarten is working on improvement of this program.
Every year we have a group of parents that complain about the Boosterthon Fun Run that is put on by the PTA. We need to find some compromises in order to make it successful in every ones' eyes.
Teachers are working on building a team that is high performing and targeting conflict in a team. The good, the bad and the ugly.

Teacher Quality:
As a PLC our focus next year will be transparency of our team.
We will continue to work on staff turnover.
Teacher/staff absence must also be addressed.

Curriculum, Instruction and Assessment:
We began vertical teams this year. We met 3 times. We will keep the same teams and work to profect our vertical PLCs. In addition, we will continue to understand and and implement assessment according to Stiggins and Marzano with an imphasis on student directed assessment.

Family and Community Involvement:
We will continue to strive to communicate with parents and community. This area can always be improved.

School Content and Organization:
We must include more voice in the decisions of the school by implementing more of the World Café activities into our staff meetings.

Technology:
Addition of mini laptop cart or Ipad cart - Goal for PTA
Add more interactive white boards in the classrooms

Board Summary
Campus Improvement Plans
2011-12

Eugenia Porter Rayzor Elementary School

Wildy Important Goals for 2011-12
WIG 1: By May 2012, to increase student achievement through the success of a high performing teams, our staff will address responding to conflict in a PLC by moving from 3.085 to 3.3 as evidenced on the Professional Learning Community Continuum found in the text Learning by Doing.(Board Goal IA & IIIA and B) 2010-2011 Parent Questionnaire; 2010-2011 Student Questionnaire; Fall 2011 Staff Questionnaires; 2010-2011 Team Captain Meetings: 2008-2009, 2009-2010 and 2010-2011 Professional Learning Community Meetings; 2010-2011 TAKS Scores; ELI; Kathy Richardson; 2010-2011 AEIS
WIG 2: By May 2012, to increase student learning in the reading, writing and math, teachers will develop, administer, analyze and reteach for mastery 100% of the common assessments guided by the EP Rayzor Core Vertical teams. 2010-2011 Parent Questionnaire; 2010-2011 Student Questionnaire; Fall 2011 Staff Questionnaires; 2010-2011 Team Captain Meetings: 2008-2009, 2009-2010 and 2010-2011 Professional Learning Community Meetings; 2010-2011 TAKS Scores; ELI; Kathy Richardson; 2010-2011 AEIS
WIG 3: By May 2012 increase student learning by utilizing Hattie's data analysis category Student Self- Report (the number one behavior of student, teacher or school that raises student achievement [1.44 effect size]); 100% of the students will engage in one assessment where they learn to evaluate their own performance (e.g., data notebooks, graphing, etc.). 2010-2011 Parent Questionnaire; 2010-2011 Student Questionnaire; Fall 2011 Staff Questionnaires; 2010-2011 Team Captain Meetings: 2008-2009, 2009-2010 and 2010-2011 Professional Learning Community Meetings; 2010-2011 TAKS Scores; ELI; Kathy Richardson; 2010-2011 AEIS

Campus Improvement Plan
Eugenia Porter Rayzor Elementary School

WIG 1

By May 2012, to increase student achievement through the success of a high performing teams, our staff will address responding to conflict in a PLC by moving from 3.085 to 3.3 as evidenced on the Professional Learning Community Continuum found in the text Learning by Doing.(Board Goal IA & IIIA and B)
2010-2011 Parent Questionnaire; 2010-2011 Student Questionnaire; Fall 2011 Staff Questionnaires; 2010-2011 Team Captain Meetings: 2008-2009, 2009-2010 and 2010-2011 Professional Learning Community Meetings; 2010-2011 TAKS Scores; ELI; Kathy Richardson; 2010-2011 AEIS

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All instructional faculty and staff will attend a two-day workshop lead by Solution Tree trainer Cassie Erkens. These two days will extend our knowledge in the area of PLCs, assessment and high performing teams. **Person(s) Responsible:** faculty, staff and administration **Completion Date:** Aug. 9th and 10th, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Handouts $2,000	[ ]	[ ]		common assessment development, implementation, timelines, and data	TAKS Scores; ELI; Common Assessment Scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Plan with team captains to continue the PLC implementation timeline which includes but not limited to the review and expansion of content area maps; PD; mission, vision, values, goals; common language; schedule around PLCs; and budget **Person(s) Responsible:** Principal, Assistant Principal, Team Captains, faculty **Completion Date:** June 3, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Texts: Learning by Doing; Whatever it Takes; Raising the Bar and Closing the Gap	[ ]	[ ]		PLC Binders with: goals & norms; essential learnings; power standards; common assessments & timeline (pacing guide); agendas & minutes; data	Completed Implementation plan for 2011-2012; mission, vision, values and goals posted on EP website and in the building	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Administer a pre, mid year and post Staff Trust Survey; discuss results in August meeting (set goals for year) and then at staff meetings throughout the year. **Person(s) Responsible:** Principal **Completion Date:** June 3, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Handouts	[ ]	[ ]		assessments; Leading with Trust	questionnaire	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue 45 minute PLC block once a week to add additional time for team collaboration. **Person(s) Responsible:** Principal **Completion Date:** October 10, 2011-May 8, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Lantana Funds $14,000	[ ]	[ ]		PLC Meeting Agendas	End of Year Teacher Questionnaire; Teacher Evaluations; Teacher and Administration walk-through data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement reading, writing, math, social studies and science vertical teams planning time 4 times a year *Sept. 16 * Oct. 10 *Jan. 18 *Feb. 2 **Person(s) Responsible:** Principal, assistant principal, teachers, staff **Completion Date:** February 2, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS	[ ]	[ ]		Agendas	TAKS, benchmarks, ELI, SRI, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement Power PLC Weeks November 1-3 (K-5) January 10 -12 (3-5) January 24-25 (K-2) February 7-9 (3-5) March 6-7 (K-2) March 13-15 (3-5) **Person(s) Responsible:** prinicpal, assistant principal, teachers, staff **Completion Date:** April 19, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	N/A	[ ]	[ ]		PLC agendas & minutes	Teacher Questionnaire; Agendas & Minutes of PLCs; TAKS, benchmarks, ELI, SRI and common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Establish grade level Wigs (SMART Goals) which align to the district and campus goals **Person(s) Responsible:** team captains, teachers, staff **Completion Date:** November 12, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Knowledge of Wigs	[ ]	[ ]		Team Minutes, PLC Minutes	SMART Goals in PLC binder	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Review and modify 8-10 essential learnings/priority standards in reading, writing and math **Person(s) Responsible:** team captains, teachers, staff **Completion Date:** November 12, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	TEKS	[ ]	[ ]		Team Minutes; PLC Minutes	Essential Learnings	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue common language in Language Arts: Words Their Way, 6 + 1 Traits, Reader's/Writer's Workshop, Fountas and Pinnell Phonics, Guided Reading, Comprehension Toolkit, Word Walls and Thinking Maps, Writte From the Beginning and Math: Invisions, Calendar Math, Target the Question, UPS Check, automaticity **Person(s) Responsible:** principal, assistant principal, team captains, teachers, staff **Completion Date:** June 2, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	WTW electronic source, Fountas and Pinnell Phonics System, Comprehension Toolkit, Journeys Reading and Thinking Maps Binders	[ ]	[ ]		learning walks, evidence posted in hallways	TAKS Reading and Writing, SRI, ELI	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Utilize the Cafe model 4 times a year to get honest feedback and to allow all staff to have a voice in decision making **Person(s) Responsible:** principal, assistant principal, team captains, teachers, staff **Completion Date:** April 24, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Cafe	Cafe Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the Self-Reflect: Feedback, Not Failure activity on page 31 in Leading With Trust **Person(s) Responsible:** principal, assistant principal and teachers **Completion Date:** June 2, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	adapted checklist from Look 2 Learning	[ ]	[ ]		Feedback, Not Failure Tool	Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Attend The Professional Learning Communities at Work Institute in Little Rock, AR to increase campus knowledge of PLC. **Person(s) Responsible:** assistant principal and 3rd Grade Teacher **Completion Date:** October 19-21, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Team of 2 $2,000.	[ ]	[ ]		Team Discussions at PLC, PD during PAWS Learning Time and PLC meetings delived by principal, assistant principal, and teachers who attended institute	Sustaining stage on the PLC continuum	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Create and execute an action research question per grade level, team and/or individual **Person(s) Responsible:** principal, assistant princial and teachers **Completion Date:** May 24, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Cassie Erkens PD	[ ]	[ ]		established question	PRIDE, data and conclusions from questions, Action Research Share Day	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Principal will implement and work on the 3 goals set by her staff for improvment in her leadership. **Person(s) Responsible:** Principal **Completion Date:** June 2, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Journal, Questionnaires	final evaluation	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
We will celebrate outstanding effort through the Howl Out system througout the year. **Person(s) Responsible:** principal, assistant principal and staff **Completion Date:** June 2, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Howl Outs	Staff Suvey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Issues on Trust will be identified monthly by teams and issues will be turned into actions...we will avoid agreeing to quickly, complete an action plan, consider using outside help **Person(s) Responsible:** principal, assistant principal and staff **Completion Date:** June 2, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		PLC meeting agendas,	Staff Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
True Colors will be given as a PD for staff. The staff will identify thier strong areas and the strong areas of their teams. In addition, weaker areas will be addressed and a "how does this pertain to our work" will be explained. **Person(s) Responsible:** principal, assistant principal and staff **Completion Date:** June 2, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Classworks Program $1000	[ ]	[ ]		sign in sheet	PLC Minutes, team success, team end of year evaluation	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Untilize consultant - Cindy Venables - to work with kindergarten/1st grade teachers on reading and writing workshop, classroom management, guided reading and WFTB program **Person(s) Responsible:** principal, assistant principal, kindergarten team, consultant **Completion Date:** May 25, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$5,000 (Lantana funds)	[ ]	[ ]		Walkthroughs and summaries from Mrs. Venables	ELI Scores, Write From the Beginning Rubrics, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Five Cultures of Trust will be reviewed at every PLC meeting (Leading with Trust, p. 86). **Person(s) Responsible:** principal, assistant principal, staff **Completion Date:** May 8, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$500 (Lantana Funds)	[ ]	[ ]		PLC agenda minutes	PLC Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Engage in 3 social gatherings to build vertical trust with the staff (beginning of year, mid-year and end of year) **Person(s) Responsible:** principal, assistant principal, teachers, staff **Completion Date:** June 4, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		invitations	Staff Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Eugenia Porter Rayzor Elementary School

WIG 2

By May 2012, to increase student learning in the reading, writing and math, teachers will develop, administer, analyze and reteach for mastery 100% of the common assessments guided by the EP Rayzor Core Vertical teams.
2010-2011 Parent Questionnaire; 2010-2011 Student Questionnaire; Fall 2011 Staff Questionnaires; 2010-2011 Team Captain Meetings: 2008-2009, 2009-2010 and 2010-2011 Professional Learning Community Meetings; 2010-2011 TAKS Scores; ELI; Kathy Richardson; 2010-2011 AEIS

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All instructional faculty and staff will attend a two-day workshop lead by Solution Tree trainer Cassie Erkens. These two days will extend our knowledge in the area of assessments. **Person(s) Responsible:** Principal **Completion Date:** Aug. 9th and 10th, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Handouts $2000	[ ]	[ ]		common assessment development, implementation, timelines, and data	number and subject of common asessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Plan with team captains to continue the PLC implementation timewline which includes, but not limited to the review and expansion of common assessments **Person(s) Responsible:** Principal, Assistant Principal, Team Captains, faculty **Completion Date:** June 3, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Texts: Learning by Doing; Whatever it Takes; Raising the Bar and Closing the Gap; Formative Assessment and Standards-Based Grading; Seven Strategies for Assessment for Learning	[ ]	[ ]		PLC Binders with: goals & norms; essential learnings; power standards; common assessments & timeline (pacing guide); agendas & minutes; data	Completed Implementation plan for 2010-2011; mission, vision, values and goals posted on EP website and in the building	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Establish reading, writing and math grade level Wigs (SMART Goals) which align to the district and campus goals **Person(s) Responsible:** Team Captains; Teachers; Staff **Completion Date:** November 12, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Knowledge of Wigs	[ ]	[ ]		Team Minutes; PLC Minutes	SMART Goals in PLC binder	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue common language in Language Arts: Words Their Way, 6 + 1 Traits, Reader's/Writer's Workshop, Fountas and Pinnell Phonics, Guided Reading, Comprehension Toolkit, Word Walls and Thinking Maps, Writte From the Beginning and Math: Invisions, Calendar Math, Target the Question, UPS Check, automaticity **Person(s) Responsible:** Principal; Assistant Principal; Team Captains; teachers; staff **Completion Date:** June 2, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Calendar Math, Invisions, Target the Question	[ ]	[ ]		Walk-throughs; evidence posted in hallways	Kathy Richardson, STAAR, ELI	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide initial training in mathematics automaticity. **Person(s) Responsible:** Principal; Assistant Principal; Team Captains; teachers; staff **Completion Date:** Novermber 15, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Automaticity Books $5000	[ ]	[ ]		Learning walks, benchmarks, Kathy Richardson Math Assessments	STARR, Kathy Richardson Math Assessment, benchmarks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Review and modify 8-10 essential learnings in language arts and mathematics **Person(s) Responsible:** Team Captains, Teachers, staff **Completion Date:** November 12, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	TEKS	[ ]	[ ]		Team Minutes; PLC Minutes	Essential Learnings	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Common Assessment: Teachers will write, administer, evlauate and reteach the following assessments per Writing Vertical Team Writing to a prompt -1st Grade: Personal and expository - one each per fall and one each per spring 2nd Grade: Personal and expository - one each per fall and one each per spring 3rd Grade: 3 personal and 3 expository per year (one total (either personal or expository) per six weeks) 4th Grade: 3 personal and 3 expository per year (one total (either personal or expository) per six weeks) 5th Grade: 3 personal and 3 expository per year (one total (either personal or expository) per six weeks) **Person(s) Responsible:** Faculty and Staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		assessments	assessments results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Making Inferences: Common Assessment: Teachers will write, administer, evlauate and reteach the following assessments per Reading Vertical Team Kindergarten: one each per fall and one each per spring 1st Grade: one each per fall and one each per spring 2nd Grade: one each per fall and one each per spring 3rd Grade: one per 12 weeks 4th Grade: one per 12 weeks 5th Grade: one per 12 weeks **Person(s) Responsible:** Spanish Teachers and Spanish Coordinator **Completion Date:** October 19, 2011- May 3, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		assessments	assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue Power PLC Weeks November 1-3 (K-5) January 10 -12 (3-5) January 24-25 (K-2) February 7-9 (3-5) March 6-7 (K-2) March 13-15 (3-5) **Person(s) Responsible:** Team Captains; Teachers; Staff **Completion Date:** April 19, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	N/A	[ ]	[ ]		PLC agendas & minutes	Teacher Questionnaire; Agendas & Minutes of PLCs; TAKS, benchmarks, Kathy Richardson and common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Attend The Professional Learning Communities at Work Institute in San Antonio to increase campus knowledge of common assessments **Person(s) Responsible:** assistant principal and one 3rd grade teacher **Completion Date:** September 24, 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Team of 2 $2,000	[ ]	[ ]		Team Discussions at PLC, PD during PAWS Learning Time and PLC meetings delived by principal, assistant principal, and teachers who attended institute	Sustaining stage on the PLC continuum	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement reading, writing, math, social studies and science vertical teams planning time 4 times a year *Sept. 16 * Oct. 10 *Jan. 18 *Feb. 2 **Person(s) Responsible:** Prinicpal, assistant principal, teachers **Completion Date:** February 3, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	TEKS	[ ]	[ ]		Agendas	STARR, Benchmarks, ELI, SRI, Kathy Richardson	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Math Automaticity with number recognition, addition, subtraction, multiplication and division Kindergarten: Subitizing up through 7 (Create a common assessment) 1st Grade: + and – facts to 10 (Teacher will give one-on-one common assessments by 3 seconds) 2nd Grade: + and – facts through 18 (Teacher will give timed test for facts through 18) 3rd Grade: Multiplication facts through 10 (Use pre-assessment performance based rubric, Bench mark for 6th grade is 60 problems in one minute, will give 50 problems chart in one minute) 4th Grade: Multiplication facts through 12 (Use Fact Pack and Envision time test) **Person(s) Responsible:** Classroom Teachers, Math Interventionist **Completion Date:** June 3, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$5000	[ ]	[ ]		common assessments	common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize 1/2 Time Math Interventionist to provide support for math in grades 3-5. **Person(s) Responsible:** principal and intervention teacher **Completion Date:** June 2, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	$ 33,881	[ ]	[X]	$31, 984	math small groups	TAKS Math Scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Utilize 1/2 time K/2 and 3/5 Reading specialist to support reading. **Person(s) Responsible:** principal and intervention teachers **Completion Date:** June 2, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$37,934 (K/2) and $33,881 (3-5)	[ ]	[X]		reading small groups	ELI and SRI	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Eugenia Porter Rayzor Elementary School

WIG 3

By May 2012 increase student learning by utilizing Hattie's data analysis category Student Self- Report (the number one behavior of student, teacher or school that raises student achievement [1.44 effect size]); 100% of the students will engage in one assessment where they learn to evaluate their own performance (e.g., data notebooks, graphing, etc.).
2010-2011 Parent Questionnaire; 2010-2011 Student Questionnaire; Fall 2011 Staff Questionnaires; 2010-2011 Team Captain Meetings: 2008-2009, 2009-2010 and 2010-2011 Professional Learning Community Meetings; 2010-2011 TAKS Scores; ELI; Kathy Richardson; 2010-2011 AEIS

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Based Master Teachers to mentor new teachers in assessment **Person(s) Responsible:** principal, assistant principal, Reading Recovery Teacher, SOAR Teacher **Completion Date:** June 2, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Continue with mentoring in Reading Recovery and SOAR Teachers Schedule; learning walks	[ ]	[ ]		Conferences with master and new teachers, Learning Walks	TAKS Scores; PRIDE Evaluations	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue the use of PRIME time to address the 2 questions for PLCs: What are we going to do if they don't know? What are we going to do if they do know? Work with students to assess their own progress during this time. **Person(s) Responsible:** principal, assistant principal, team captains, teachers, staff **Completion Date:** June 2, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Intervention and acceleration materials	[ ]	[ ]		Benchmarks, Kathy Richardson, Acecdotal Records, Learning Walks	TAKS, benchmarks, common assessments, SRI, ELI and Kathy Richardson Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide intervention through a 1/2 time math intervention specialist working with students and teachers of at risk students-work with students to monitor their own progress **Person(s) Responsible:** principal, assistant principal, team captains, teachers, staff **Completion Date:** June 2, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$ 33,881	[ ]	[X]	1/2	Benchmarks, Kathy Richardson, Acecdotal Records, Learning Walks	TAKS, benchmarks, common assessments, SRI, ELI and Kathy Richardson Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide intervention through a 1/2 time reading intervention specialist for grades 3-5 working with students and teachers of at risk students-work with students to monitor their own progress **Person(s) Responsible:** principal, assistant principal, math intervention specialist **Completion Date:** June 2, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$37,934 (K/2) and $33,881 (3-5)	[ ]	[X]	1/2	Benchmarks, Kathy Richardson, Acecdotal Records, ANCHOR Walks	TAKS, benchmarks, common assessments, SRI, ELI and Kathy Richardson Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide intervention through a half time reading intervention specialist for grades K - 2 working with students and teachers of at risk students-work with students to monitor their own progress **Person(s) Responsible:** Principal, assistant principal, reading intervention specialist 3-5 **Completion Date:** June 3, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Intervention Specialist K - 2 $36,471.50	[ ]	[X]	1	Observational Survey, Benchmarks, SRI, Running Records	common assessments, benchmarks and ELI	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
CHAMPS-have students monitor their own voice levels, attention signal, bathroom use, hallway and cafeteria behavior **Person(s) Responsible:** principal, assistant principal, counselor, staff **Completion Date:** June 2, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$5000	[ ]	[ ]		assemblies and Red Folder Entrees	TAKS Scores, ELI, Kathy Richardson and Office referrals	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Establish grade level Wigs (SMART Goals) which align to the district and campus goals **Person(s) Responsible:** team captains, teachers, staff **Completion Date:** November 12, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Knowledge of Wigs	[ ]	[ ]		Team Minutes, PLC Minutes	SMART Goals in PLC binder	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All instructional faculty and staff will attend a two-day workshop lead by Solution Tree trainer Cassie Erkens. These two days will extend our knowledge in the area of assessments. **Person(s) Responsible:** Principal **Completion Date:** 8/8 and 8/9/2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$2,000	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Attend TOT CHAMPS to implement school wide behavior support system-so that students can learn to monitor their own behavior **Person(s) Responsible:** assistant principal, counselor **Completion Date:** June 2, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$5, 000	[ ]	[ ]		learning walks	office referral data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement one system in each grade level that allows student to allow for implementation of student self report (e.g., kindergarten will use the data notebooks taught by Cassie Erkens) **Person(s) Responsible:** staff **Completion Date:** 6/2/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$500	[ ]	[ ]		data notebooks	data notebooks	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Create and execute an action research question per grade level **Person(s) Responsible:** principal, assistant princial and teachers **Completion Date:** May 24, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Cassie Erkens PD	[ ]	[ ]		established question	PRIDE, data and conclusions from questions	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Eugenia Porter Rayzor Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS- Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Michelle Watson
2) Classroom Teacher	Tricia Jahnke
3) Classroom Teacher	Kendall Gilman
4) Classroom Teacher	Stephanie Wilson
5) Classroom Teacher	Teila Darthard
6) Classroom Teacher	Dave McLaughlin
7) Campus-based Nonteaching Professional	Ivey Carey
8) Campus-based Paraprofessional and Operations Staff	Michelle Payne
9) District-level Professional	Kathy Morrison
10) Parent	Jennifer Reyna
11) Parent	Angie Lyles
12) Community Member	Mike Woodson
13) Community Member	Kim Payne
14) Business Representative	Teresa Grawe
15) Business Representative	Gary Martin

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	May 4, 2011	8 am - 3 pm	Lantana Golf Club
2	May 5, 2011	8 am - 3 pm	Lantana Golf Club
3	September 8, 2011	4 pm - 5 pm	E.P. Rayzor Elementary
4	October 13, 2011	4 pm - 5 pm	E.P. Rayzor Elementary
5	November 10, 2010	4 pm - 5 pm	E.P. Rayzor Elementary
6	January 12, 2012	4 pm - 5 pm	E.P. Rayzor Elementary
7	February 9, 2012	4 pm - 5 pm	E.P. Rayzor Elementary
8	March 8, 2012	4 pm - 5 pm	E.P. Rayzor Elementary
9	April 12, 2012	4 pm - 5 pm	E.P. Rayzor Elementary
10	May 3, 2012	8 am - 3 pm	TBD
11	May 4, 2012	8 am - 3 pm	TBD
12	May 10, 2012	4 pm - 5 pm	E.P. Rayzor Elementary

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: NEWTON RAYZOR EL

Campus #: 061901107

2011 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Commended on Writing

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	93%	98%	> 99%	> 99%	96%	*	*	*	*	> 99%	> 99%	> 99%
	2010	92%	97%	95%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%
Mathematics	2011	88%	93%	91%	93%	89%	88%	> 99%	*	*	*	*	> 99%	86%	> 99%
	2010	87%	93%	89%	98%	*	> 99%	96%	*	*	*	*	> 99%	> 99%	> 99%
All Tests	2011	83%	91%	86%	91%	89%	88%	96%	*	*	*	*	> 99%	86%	> 99%
	2010	84%	92%	86%	98%	*	> 99%	96%	*	*	*	*	> 99%	> 99%	> 99%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	84%	*	91%	*	91%	*	*	*	*	*	*	91%	91%
	2010	85%	88%	83%	94%	*	94%	*	*	*	*	*	*	94%	94%
Mathematics	2011	77%	81%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	74%	78%	*	88%	*	88%	*	*	*	*	*	*	88%	88%
All Tests	2011	78%	79%	*	91%	*	91%	*	*	*	*	*	*	91%	91%
	2010	75%	77%	79%	88%	*	88%	*	*	*	*	*	*	88%	88%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	88%	87%	*	75%	96%	*	*	*	*	> 99%	78%	50%
	2010	86%	91%	90%	87%	*	86%	91%	*	*	*	*	86%	86%	79%
Mathematics	2011	89%	94%	91%	87%	*	88%	92%	*	*	*	*	86%	84%	75%
	2010	89%	92%	90%	86%	*	78%	94%	*	*	*	*	57%	80%	75%
Writing	2011	91%	94%	91%	96%	*	95%	> 99%	*	*	*	*	> 99%	93%	89%
	2010	92%	93%	93%	93%	*	91%	94%	*	*	*	*	> 99%	90%	> 99%
All Tests	2011	78%	86%	81%	80%	*	75%	88%	*	*	*	*	86%	72%	50%
	2010	78%	83%	80%	76%	*	67%	88%	*	*	*	*	57%	68%	65%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	85%	*	88%	*	88%	*	*	*	*	*	*	88%	88%
	2010	83%	82%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
Mathematics	2011	74%	78%	*	75%	*	75%	*	*	*	*	*	*	75%	75%
	2010	73%	69%	*	*	*	*	*	*	*	*	*	*	*	*
Writing	2011	93%	98%	*	90%	*	90%	*	*	*	*	*	*	90%	90%
	2010	94%	97%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
All Tests	2011	75%	79%	*	70%	*	70%	*	*	*	*	*	*	70%	70%
	2010	73%	70%	*	50%	*	50%	*	*	*	*	*	*	50%	50%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	91%	90%	*	87%	95%	*	*	*	*	90%	87%	82%
	2010	86%	91%	88%	84%	83%	68%	95%	*	*	*	*	83%	77%	33%
Mathematics	2011	86%	92%	90%	88%	*	88%	90%	*	*	*	*	90%	85%	69%
	2010	86%	92%	86%	90%	> 99%	82%	95%	*	*	*	*	83%	85%	67%
Science	2011	86%	92%	88%	84%	*	70%	97%	*	*	*	*	56%	78%	58%
	2010	87%	90%	88%	80%	67%	75%	86%	*	*	*	*	25%	79%	56%
All Tests	2011	76%	85%	77%	75%	*	66%	85%	*	*	*	*	50%	70%	54%
	2010	75%	82%	75%	67%	50%	54%	79%	*	*	*	*	8%	59%	11%
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only															
Reading	2011	77%	89%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	74%	56%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	50%	63%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	45%	40%	*	*	*	*	*	*	*	*	*	*	*	*
Science	2011	58%	44%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	52%	38%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	63%	54%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	55%	32%	*	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	92%	94%	> 99%	89%	98%	*	> 99%	*	*	> 99%	91%	81%
	2010	90%	93%	92%	94%	91%	92%	96%	*	n/a	n/a	n/a	88%	92%	88%
Mathematics	2011	84%	88%	92%	93%	77%	91%	97%	*	> 99%	*	*	92%	89%	89%
	2010	84%	88%	90%	92%	91%	87%	96%	*	n/a	n/a	n/a	76%	89%	81%
Writing	2011	92%	94%	91%	95%	*	94%	> 99%	*	*	*	*	> 99%	92%	89%
	2010	93%	95%	93%	93%	*	93%	94%	*	n/a	n/a	n/a	> 99%	91%	> 99%
Science	2011	83%	84%	88%	83%	*	68%	97%	*	*	*	*	56%	76%	54%
	2010	82%	86%	88%	80%	67%	75%	86%	*	n/a	n/a	n/a	25%	79%	56%
All Tests	2011	76%	81%	84%	84%	69%	76%	93%	*	> 99%	*	*	77%	77%	70%
	2010	76%	81%	84%	81%	64%	74%	88%	*	n/a	n/a	n/a	40%	78%	70%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	37%	44%	23%	27%	60%	*	80%	*	*	31%	32%	30%
	2010	32%	38%	35%	39%	9%	30%	49%	*	*	*	*	12%	33%	17%
Mathematics	2011	29%	32%	35%	36%	38%	21%	47%	*	80%	*	*	31%	24%	17%
	2010	28%	31%	34%	39%	27%	29%	47%	*	*	*	*	16%	29%	21%
Writing	2011	31%	39%	28%	42%	*	35%	48%	*	*	*	*	25%	31%	21%
	2010	32%	36%	28%	20%	*	7%	32%	*	*	*	*	13%	9%	5%
Science	2011	30%	33%	42%	41%	*	10%	68%	*	*	*	*	33%	24%	8%
	2010	28%	30%	42%	41%	< 1%	32%	53%	*	*	*	*	< 1%	26%	< 1%
All Tests	2011	16%	19%	18%	24%	23%	9%	36%	*	80%	*	*	12%	14%	9%
	2010	15%	17%	18%	22%	9%	13%	29%	*	*	*	*	4%	17%	6%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	96%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	*
	2010	85%	88%	94%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
Mathematics	2011	77%	83%	93%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	*
	2010	75%	79%	87%	94%	*	> 99%	> 99%	*	*	*	*	94%	92%	*
Writing	2011	80%	88%	86%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
	2010	80%	87%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Science	2011	60%	60%	65%	60%	*	*	*	*	*	*	*	60%	60%	*
	2010	58%	58%	63%	17%	*	*	*	*	*	*	*	17%	20%	*
All Tests	2011	66%	73%	75%	88%	*	80%	*	*	*	*	*	88%	85%	*
	2010	64%	69%	82%	65%	*	71%	71%	*	*	*	*	65%	62%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	99.5%	99.1%	90.0%	100.0%	100.0%	*	100.0%	-	*	100.0%	98.5%	96.5%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	92.4%	89.9%	80.0%	87.0%	93.8%	*	100.0%	-	*	25.9%	85.4%	87.7%
Not on TAKS	7.6%	7.6%	7.1%	9.2%	10.0%	13.0%	6.3%	*	0.0%	-	*	74.1%	13.1%	8.8%
TAKS(Acc) Only	2.4%	2.1%	1.3%	1.8%	0.0%	2.2%	2.1%	*	0.0%	-	*	14.8%	3.1%	3.5%
TAKS-M Only	3.1%	3.4%	3.3%	5.1%	10.0%	7.6%	2.1%	*	0.0%	-	*	40.7%	7.7%	3.5%
TAKS-Alt Only	0.9%	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Combination	1.3%	1.4%	1.1%	2.3%	0.0%	3.3%	2.1%	*	0.0%	-	*	18.5%	2.3%	1.8%
By Acct Status														
Acct System	94.0%	95.7%	93.2%	94.0%	65.0%	98.9%	95.8%	*	83.3%	-	*	96.3%	91.5%	94.7%
Non-Acct System	4.6%	3.5%	6.4%	5.1%	25.0%	1.1%	4.2%	*	16.7%	-	*	3.7%	6.9%	1.8%
Mobile	4.6%	3.5%	6.4%	5.1%	25.0%	1.1%	4.2%	*	16.7%	-	*	3.7%	6.9%	1.8%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.6%	0.9%	10.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	1.5%	3.5%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.4%	0.9%	10.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	1.5%	3.5%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	228	217	20	92	96	1	6	0	2	27	130	57
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.4%	98.7%	95.2%	100.0%	99.1%	-	83.3%	-	*	100.0%	98.6%	96.5%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	91.3%	85.8%	57.1%	89.1%	88.5%	-	83.3%	-	*	11.8%	81.4%	86.0%
Not on TAKS	7.8%	7.7%	7.8%	12.9%	38.1%	10.9%	10.6%	-	0.0%	-	*	88.2%	17.1%	10.5%
TAKS(Acc) Only	2.3%	1.8%	1.4%	2.6%	4.8%	3.3%	1.8%	-	0.0%	-	*	17.6%	4.3%	5.3%
TAKS-M Only	3.3%	3.8%	3.1%	8.2%	33.3%	5.4%	6.2%	-	0.0%	-	*	55.9%	11.4%	3.5%
TAKS-Alt Only	0.8%	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Combination	1.3%	1.3%	1.2%	2.1%	0.0%	2.2%	2.7%	-	0.0%	-	*	14.7%	1.4%	1.8%
By Acct Status														
Acct System	90.0%	91.0%	89.0%	78.5%	38.1%	87.0%	81.4%	-	50.0%	-	*	35.3%	77.1%	89.5%
Non-Acct System	8.6%	8.1%	10.6%	20.2%	57.1%	13.0%	17.7%	-	33.3%	-	*	64.7%	21.4%	7.0%
Mobile	4.4%	3.6%	6.1%	12.0%	23.8%	7.6%	11.5%	-	33.3%	-	*	8.8%	10.0%	3.5%
Non-Acct Test	4.2%	4.5%	4.2%	8.2%	33.3%	5.4%	6.2%	-	0.0%	-	*	55.9%	11.4%	3.5%
Not Tested	1.4%	0.9%	0.6%	1.3%	4.8%	0.0%	0.9%	-	16.7%	-	*	0.0%	1.4%	3.5%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.4%	0.9%	4.8%	0.0%	0.0%	-	16.7%	-	*	0.0%	1.4%	3.5%
Other	0.4%	0.2%	0.0%	0.4%	0.0%	0.0%	0.9%	-	0.0%	-	*	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	265	233	21	92	113	0	6	0	1	34	140	57

District Name: DENTON ISD
Campus Name: NEWTON RAYZOR EL
Campus #: 061901107

Total Students: 582
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	50%	50%	*	*	*	*	*	*	*	*	*	*
	2010	50%	53%	50%	43%	*	38%	*	*	*	*	*	67%	44%	20%
Mathematics	2011	42%	43%	57%	50%	*	56%	*	*	*	*	*	*	44%	33%
	2010	45%	52%	48%	50%	*	44%	57%	*	*	*	*	67%	45%	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	81	83	*	*	*	*	*	*	*	*	*	*
	2010	86	90	101	94	*	94	*	*	*	*	*	*	111	102
Mathematics	2011	64	66	97	49	*	46	*	*	*	*	*	*	42	27
	2010	70	77	91	82	*	77	88	*	*	*	*	*	77	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	12%	11%	*	13%	8%	*	*	*	*	10%	13%	15%
	2010	15%	10%	12%	16%	17%	32%	5%	*	*	*	*	17%	23%	67%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	94%	97%	*	94%	> 99%	*	*	*	*	> 99%	95%	85%
	2010	92%	96%	94%	95%	> 99%	89%	97%	*	*	*	*	83%	90%	78%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	11%	14%	*	13%	13%	*	*	*	*	10%	15%	31%
	2010	14%	9%	15%	10%	< 1%	18%	5%	*	*	*	*	17%	15%	33%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	95%	97%	*	97%	98%	*	*	*	*	90%	95%	92%
	2010	92%	95%	94%	97%	> 99%	96%	97%	*	*	*	*	83%	95%	89%
English Language Learners Progress Indicator															
2010-11		80%	86%	88%	75%	*	75%	*	*	*	*	*	71%	75%	69%
2009-10		79%	85%	86%	79%	*	78%	*	*	*	*	*	44%	79%	76%
Attendance Rate @															
2009-10		95.5%	95.9%	96.3%	96.0%	96.2%	96.6%	95.3%	*	96.5%	-	*	95.7%	96.2%	97.1%
2008-09		95.6%	95.9%	96.5%	96.4%	96.0%	97.1%	95.9%	*	n/a	n/a	n/a	96.4%	96.7%	97.9%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		582	100.0%	22,035	23,832	4,912,385
Students By Grade:	Early Childhood Education	8	1.4%	0.4%	0.4%	0.3%
	Pre-Kindergarten	49	8.4%	6.8%	3.0%	4.5%
	Kindergarten	116	19.9%	12.6%	8.5%	7.6%
	Grade 1	91	15.6%	13.8%	8.5%	7.9%
	Grade 2	102	17.5%	14.2%	8.8%	7.7%
	Grade 3	70	12.0%	15.2%	8.5%	7.6%
	Grade 4	69	11.9%	17.8%	7.9%	7.6%
	Grade 5	77	13.2%	15.4%	7.9%	7.6%
	Grade 6	0	0.0%	3.1%	7.2%	7.4%
	Grade 7	0	0.0%	0.4%	7.1%	7.3%
	Grade 8	0	0.0%	0.3%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	47	8.1%	7.7%	11.6%	12.9%
	Hispanic	270	46.4%	46.6%	30.8%	50.3%
	White	229	39.3%	40.9%	52.9%	31.2%
	Native American	10	1.7%	0.5%	0.9%	0.5%
	Asian	16	2.7%	1.9%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.1%	0.1%	0.1%
	Two or More Races	10	1.7%	2.2%	1.2%	1.6%
Economically Disadvantaged		370	63.6%	63.5%	41.5%	59.2%
Limited English Proficient (LEP)		198	34.0%	21.9%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		3	0.5%	0.3%	1.3%	1.9%
At-Risk		289	49.7%	45.9%	35.1%	46.3%
Mobility (2009-10)		118	26.3%	17.7%	17.1%	18.2%
Number of Students per Teacher		12.2	n/a	14.5	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	0.0%	2.3%	2.1%	2.3%	44.4%	8.7%	14.3%	10.7%
Grade 1	0.0%	4.0%	1.5%	4.7%	0.0%	5.4%	8.5%	8.9%
Grade 2	1.9%	2.5%	0.8%	2.8%	0.0%	2.6%	3.8%	4.1%
Grade 3	1.8%	2.0%	1.1%	2.0%	0.0%	1.1%	1.4%	1.8%
Grade 4	0.0%	0.6%	0.1%	1.1%	0.0%	1.0%	0.4%	0.9%
Grade 5	0.0%	1.8%	0.4%	1.3%	0.0%	1.9%	2.0%	1.3%
Grade 6	-	0.7%	0.1%	0.7%	-	0.0%	3.7%	1.2%
Grade 7	-	2.0%	0.2%	1.0%	-	0.0%	1.4%	1.4%
Grade 8	-	2.4%	0.1%	1.2%	-	0.0%	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	16.6	18.2	18.8	19.0
	Grade 1	19.6	18.4	18.9	18.9
	Grade 2	18.4	17.6	18.8	18.8
	Grade 3	17.1	18.2	19.1	18.8
	Grade 4	17.9	18.4	20.3	19.0
	Grade 5	16.9	20.3	21.9	21.4
	Grade 6	-	20.7	20.9	20.7
	Mixed Grades	31.8	22.8	19.2	23.9
Secondary:	English/Language Arts	-	18.1	20.4	17.3
	Foreign Languages	-	10.8	18.8	19.0
	Mathematics	-	19.8	19.4	17.9
	Science	-	22.1	22.9	19.0
	Social Studies	-	21.6	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	65.7	100.0%	100.0%	100.0%	100.0%
Professional Staff:	56.1	85.4%	83.6%	72.3%	63.4%
Teachers	47.8	72.8%	71.5%	56.2%	50.5%
Professional Support	6.3	9.6%	8.4%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	3.0%	3.7%	2.7%	2.8%
Educational Aides:	9.6	14.6%	16.4%	7.9%	9.5%
Total Minority Staff:	22.5	34.2%	23.0%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	2.0	4.2%	3.0%	6.5%	9.3%
Hispanic	10.5	22.0%	16.6%	11.7%	23.7%
White	32.3	67.6%	77.8%	78.4%	63.9%
American Indian	1.0	2.1%	0.5%	0.8%	0.4%
Asian	1.0	2.1%	0.9%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.1%	0.1%
Two or More Races	1.0	2.1%	1.2%	2.1%	1.3%
Males	5.0	10.5%	7.7%	24.0%	23.2%
Females	42.8	89.5%	92.3%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	5.2%	4.8%	6.0%
1-5 Years Experience	13.1	27.3%	30.2%	31.8%	30.0%
6-10 Years Experience	18.6	38.9%	21.7%	22.7%	21.1%
11-20 Years Experience	11.0	23.0%	26.6%	25.5%	25.0%
0ver 20 Years Experience	5.2	10.8%	16.3%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	10.2 yrs.	11.1 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	6.6 yrs.	7.4 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	-	$38,137	$45,521	$41,272
1-5 Years Experience	$47,041	$42,840	$47,448	$44,013
6-10 Years Experience	$48,150	$45,264	$48,287	$46,604
11-20 Years Experience	$51,962	$49,100	$51,852	$50,476
Over 20 Years Experience	$60,994	$56,535	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$50,117	$47,017	$51,120	$48,638
Professional Support	$54,870	$51,865	$55,177	$57,045
Campus Administration (School Leadership)	$75,301	$69,242	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	8.4	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$4,251,208	100.0%	$8,303	$4,725,808	100.0%	$9,230	$140,822,955	100.0%	$6,539
Instruction (11,95)	$3,164,472	74.4%	$6,181	$3,451,063	73.0%	$6,740	$105,368,867	74.8%	$4,892
Instructional-Related Services (12,13)	$261,207	6.1%	$510	$280,230	5.9%	$547	$5,539,030	3.9%	$257
Instructional Leadership (21)	$63,616	1.5%	$124	$63,616	1.3%	$124	$1,620,885	1.2%	$75
School Leadership (23)	$233,257	5.5%	$456	$235,772	5.0%	$460	$9,117,853	6.5%	$423
Support Services-Student (31,32,33)	$258,726	6.1%	$505	$267,414	5.7%	$522	$6,861,091	4.9%	$319
Other Campus Costs (35,36,51,52,53)	$269,930	6.3%	$527	$427,713	9.1%	$835	$12,315,229	8.7%	$572
By Program:									
Total Operating Expenditures	$3,981,278	100.0%	$7,776	$4,273,452	100.0%	$8,347	$127,965,611	100.0%	$5,942
Bilingual/ESL Education (25)	$233,711	5.9%	$456	$233,711	5.5%	$456	$7,209,878	5.6%	$335
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$53,606	0.0%	$2
Accelerated Education (24,30)	$221,300	5.6%	$432	$503,433	11.8%	$983	$18,389,929	14.4%	$854
Gifted & Talented Education (21)	$80,604	2.0%	$157	$80,604	1.9%	$157	$2,219,033	1.7%	$103
Regular Education (11)	$2,811,832	70.6%	$5,492	$2,811,832	65.8%	$5,492	$82,910,077	64.8%	$3,850
Special Education (23)	$633,831	15.9%	$1,238	$643,872	15.1%	$1,258	$17,116,790	13.4%	$795
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$639	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$65,659	0.1%	$3

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	195	33.5%	21.9%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	22	3.8%	4.5%	8.7%	7.7%
Special Education	57	9.8%	8.4%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	8.5	17.7%	5.3%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.6%	4.0%
Compensatory Education	4.0	8.4%	5.5%	5.0%	2.9%
Gifted & Talented Education	1.0	2.1%	1.7%	1.7%	1.9%
Regular Education	28.1	58.7%	81.2%	68.0%	73.4%
Special Education	6.3	13.1%	6.3%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% Econ	% Hispanic	% White	% LEP	% Mobility	% Afr_Amer
007902101		JOURDANTON EL	JOURDANTON ISD	63.1	57.3	40.6	2.9	14.4	0.8
008903102		BRAZOS EL	BRAZOS ISD	64.0	51.0	36.8	19.7	16.4	9.1
011901102		MINA EL	BASTROP ISD	64.5	42.2	37.6	13.7	18.3	12.2
011905101		MCDADE EL	MCDADE ISD	64.5	47.8	50.5	24.7	27.1	1.6
015831001		SCHOOL OF SCIENCE AND TE	SCHOOL OF SCIENCE AND TE	63.1	63.7	17.3	3.0	26.3	9.8
018902101		MERIDIAN EL	MERIDIAN ISD	63.3	35.3	57.1	9.0	12.5	1.7
020902103		SOUTHSIDE EL	ANGLETON ISD	62.9	42.4	47.2	2.5	13.4	5.9
022901101		ALPINE EL	ALPINE ISD	62.7	64.9	28.7	15.1	19.2	1.6
036903101		EAST CHAMBERS ELEMENTARY	EAST CHAMBERS ISD	62.7	40.8	49.5	30.0	11.7	7.1
043901102		ALTON BOYD EL	ALLEN ISD	64.1	35.9	37.3	29.1	20.0	19.3
043911104		HARPER EL	PRINCETON ISD	64.2	40.2	55.6	21.2	15.9	2.6
046901102		LONE STAR EL	NEW BRAUNFELS ISD	63.3	69.6	29.6	32.4	15.0	0.5
046902104		GOODWIN FRAZIER EL	COMAL ISD	64.5	57.8	37.1	2.2	18.2	3.2
050910101		FAIRVIEW/MISS JEWELL EL	COPPERAS COVE ISD	63.9	18.4	57.2	4.8	25.8	16.1
057916110		NORTHWOOD HILLS EL	RICHARDSON ISD	63.6	51.1	25.4	38.2	21.6	16.5
057916125		PRESTONWOOD EL	RICHARDSON ISD	62.9	52.9	33.1	36.8	17.6	9.1
061901107	>	NEWTON RAYZOR EL	DENTON ISD	63.6	46.4	39.3	34.0	26.3	8.1
084910103		LEAGUE CITY EL	CLEAR CREEK ISD	63.9	44.7	48.2	36.1	17.8	2.7
084910106		LAVACE STEWART EL	CLEAR CREEK ISD	62.7	30.2	64.6	39.2	17.1	1.9
086901102		FREDERICKSBURG EL	FREDERICKSBURG ISD	63.2	52.5	46.6	18.2	11.6	0.0
091906108		WAKEFIELD EL	SHERMAN ISD	64.6	20.0	57.6	12.4	30.3	15.7
101907104		POST ELEMENTARY	CYPRESS-FAIRBANKS ISD	64.4	54.3	20.7	32.4	25.0	18.0
101911108		HIGHLANDS EL	GOOSE CREEK CISD	62.7	49.5	42.8	20.1	16.5	5.5
101914106		BEAR CREEK EL	KATY ISD	63.3	62.4	24.8	43.2	19.9	7.3
101914116		MCROBERTS EL	KATY ISD	62.5	56.0	20.0	40.0	12.7	15.7
101914125		JACK & SHARON RHOADS EL	KATY ISD	63.0	55.3	19.9	42.8	12.3	14.9
101916105		COLLEGE PARK EL	LA PORTE ISD	62.7	46.1	40.3	4.5	14.4	7.1
137902101		RICARDO EL	RICARDO ISD	62.8	81.7	16.8	7.6	12.1	0.3
145911102		LEON EL	LEON ISD	63.8	29.8	64.3	15.7	14.6	2.3
146902105		KIMMIE M BROWN EL	DAYTON ISD	64.1	29.7	58.4	15.3	14.8	9.2
152805002		HARMONY SCIENCE ACADEMY	HARMONY SCIENCE ACAD (LU	64.0	57.9	33.6	3.2	21.9 **	6.1
168901101		HUTCHINSON ELEMENTARY	COLORADO ISD	63.0	54.3	37.4	4.1	18.7	6.8
170902111		HOUSER EL	CONROE ISD	62.8	42.2	43.8	28.1	13.5	9.5
170908106		ROBERT CRIPPEN EL	NEW CANEY ISD	63.2	49.6	43.7	31.3	21.6	2.1
178904125		MONTCLAIR EL	CORPUS CHRISTI ISD	63.6	63.6	32.0	2.3	21.8	2.6
182903105		TRAVIS EL	MINERAL WELLS ISD	63.1	32.4	59.7	6.8	15.7	3.7
184903109		SEGUIN EL	WEATHERFORD ISD	64.1	39.0	58.6	23.5	20.7	1.5
188901104		CORONADO EL	AMARILLO ISD	64.0	27.9	53.8	5.9	20.2	10.3
237904107		EVELYN TURLINGTON EL	WALLER ISD	64.1	46.6	45.9	35.7	18.2	3.6
246909109		ANDERSON MILL EL	ROUND ROCK ISD	62.9	40.8	39.5	15.3	26.1	11.8
246913109		BAGDAD EL	LEANDER ISD	64.5	49.7	41.4	28.3	15.1	4.1
		Group Average		63.5	46.6	40.9	21.9	17.7	7.7

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Campus Name	Reading (1) Number Matched Students	Reading (2) 2010 Avg Scale Score	Reading (3) 2011 Avg Scale Score	Reading (4) 2010 Failer Avg VSG	Reading (5) 2011 Avg VSG	Reading (6) 2011 Quar-tile	Mathematics (1) Number Matched Students	Mathematics (2) 2010 Avg Scale Score	Mathematics (3) 2011 Avg Scale Score	Mathematics (4) 2010 Failer Avg VSG	Mathematics (5) 2011 Avg VSG	Mathematics (6) 2011 Quar-tile
	JOURDANTON EL	178	645	690	74	45	Q1	178	612	674	105	61	Q2
	BRAZOS EL	111	646	658	56	11	Q4	110	582	649	64	67	Q1
	MINA EL	78	615	651	59	36	Q3	81	546	642	109	96	Q1
	MCDADE EL	69	651	705	65	54	Q1	68	631	681	82	51	Q3
	SCHOOL OF SCIENCE AN	186	721	744	47	23	Q4	186	686	683	16	-3	Q4
	MERIDIAN EL	101	677	739	154	62	Q1	103	658	725	100	66	Q1
	SOUTHSIDE EL	126	651	692	139	41	Q2	126	643	689	65	47	Q4
	ALPINE EL	70	592	652	91	60	Q1	70	568	645	103	77	Q1
	EAST CHAMBERS ELEMEN	95	633	649	73	16	Q4	96	598	666	107	69	Q1
	ALTON BOYD EL	206	666	696	77	30	Q4	203	662	721	97	59	Q2
	HARPER EL	148	643	683	97	41	Q2	149	630	688	89	58	Q3
	LONE STAR EL	92	639	674	80	35	Q3	90	621	675	90	54	Q3
	GOODWIN FRAZIER EL	106	649	710	80	60	Q1	106	645	672	107	27	Q4
	FAIRVIEW/MISS JEWELL	178	626	668	104	42	Q2	176	605	663	98	58	Q3
	NORTHWOOD HILLS EL	135	693	736	135	42	Q2	137	704	771	160	67	Q1
	PRESTONWOOD EL	115	709	747	77	37	Q3	114	732	791	135	59	Q2
>	NEWTON RAYZOR EL	109	669	701	83	32	Q4	105	638	675	49	36	Q4
	LEAGUE CITY EL	81	633	700	88	67	Q1	79	616	666	125	50	Q3
	LAVACE STEWART EL	101	674	730	121	56	Q1	100	669	725	25	56	Q3
	FREDERICKSBURG EL	320	657	700	81	43	Q2	324	642	702	113	60	Q2
	WAKEFIELD EL	56	618	656	81	38	Q3	56	589	654	99	64	Q2
	POST ELEMENTARY	226	654	692	104	38	Q3	228	650	707	96	57	Q3
	HIGHLANDS EL	284	637	681	106	44	Q2	287	634	695	85	61	Q2
	BEAR CREEK EL	189	645	689	91	44	Q2	181	616	678	104	62	Q2
	MCROBERTS EL	231	661	701	86	40	Q2	238	639	688	88	49	Q3
	JACK & SHARON RHOADS	266	652	686	110	34	Q4	276	655	691	100	36	Q4
	COLLEGE PARK EL	117	633	685	94	52	Q1	119	616	680	112	64	Q2
	RICARDO EL	68	624	682	132	58	Q1	68	609	684	108	75	Q1
	LEON EL	96	618	658	68	40	Q2	97	585	623	67	37	Q4
	KIMMIE M BROWN EL	638	615	654	78	39	Q3	644	595	670	87	75	Q1
	HARMONY SCIENCE ACAD	71	684	698	33	14	Q4	71	657	671	36	13	Q4
	HUTCHINSON ELEMENTAR	133	628	650	88	23	Q4	134	608	618	42	10	Q4
	HOUSER EL	107	642	662	27	20	Q4	96	619	695	151	76	Q1
	ROBERT CRIPPEN EL	161	653	686	74	32	Q4	160	637	686	81	49	Q3
	MONTCLAIR EL	121	637	672	69	35	Q3	120	624	660	54	35	Q4
	TRAVIS EL	685	643	679	81	36	Q3	688	617	668	76	51	Q3
	SEGUIN EL	176	672	698	72	26	Q4	181	655	699	81	44	Q4
	CORONADO EL	114	682	722	156	40	Q2	115	655	714	120	59	Q2
	EVELYN TURLINGTON EL	179	628	687	85	58	Q1	180	619	701	115	83	Q1
	ANDERSON MILL EL	119	641	683	107	42	Q2	120	614	665	65	51	Q3
	BAGDAD EL	162	622	662	81	40	Q2	157	591	656	60	65	Q2
	Group Average	163	646	685	84	39	--	164	628	683	84	55	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Newton Rayzor Elementary School - An IB World School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Newton Rayzor Elementary School - An IB World School's Mission Statement

A SCHOOL WITH A GLOBAL VISION

Newton Rayzor Elementary will equip and inspire all students to become intrinsically motivated learners who demonstrate intercultural understanding and respect and who are active participants in our global society.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Newton Rayzor Elementary School - An IB World School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	46	98	72	56	96	54	90	50
3	AA	5	80	20	7	100	29	90	50
3	Hispanic	10	100	60	15	100	47	90	50
3	White	29	100	83	29	93	59	90	50
3	Eco. Dis.	29	97	66	26	96	50	90	50
3	SPED	3			3			90	50
3	LEP C	6	100	33	9	100	67	90	50
3	LEP M1								
3	LEP M2								
4	All	64	86	28	57	82	44	90	50
4	AA	3			6	67	0	90	50
4	Hispanic	21	86	19	22	68	27	90	50
4	White	40	90	33	25	96	68	90	50
4	Eco. Dis.	31	84	19	35	71	29	90	50
4	SPED	4			3				50
4	LEP C	13	77	23	13	46	15	90	50
4	LEP M1								
4	LEP M2								
5	All	71	93	38	68	96	40	90	50
5	AA	6	83	0	3				50
5	Hispanic	26	88	35	26	92	19	90	50
5	White	37	97	43	39	100	54	90	50
5	Eco. Dis.	36	89	31	34	91	24	90	50
5	SPED	5	60	0	4				50
5	LEP C	8	75	0	9	78	11	90	50
5	LEP M1								
5	LEP M2								

Newton Rayzor Elementary School - An IB World School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	63	89	24	51	96	41	90	50
4	AA	3			6	83	33	90	66
4	Hispanic	22	86	14	18	94	33	90	50
4	White	38	92	32	23	100	48	90	50
4	Eco. Dis.	31	87	16	31	94	29	90	50
4	SPED	3			2				
4	LEP C	14	100	7	10	90	10	90	50
4	LEP M1								
4	LEP M2								

Newton Rayzor Elementary School - An IB World School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	46	91	41	56	91	52	90	50
3	AA	5	60	40	7	86	43	90	50
3	Hispanic	10	90	30	15	87	33	90	50
3	White	29	97	41	29	97	59	90	50
3	Eco. Dis.	29	90	34	26	81	42	90	50
3	SPED	3			3				
3	LEP C	6	83	33	9	100	56	90	50
3	LEP M1								
3	LEP M2								
4	All	66	85	36	55	84	33	90	50
4	AA	3			6	33	17	90	50
4	Hispanic	24	75	29	21	86	24	90	50
4	White	39	92	44	24	92	42	90	50
4	Eco. Dis.	33	82	30	34	79	21	90	50
4	SPED	4			2				
4	LEP C	16	75	31	13	77	15	90	50
4	LEP M1								
4	LEP M2								
5	All	69	96	52	70	97	30	90	50
5	AA	6	83	17	3				
5	Hispanic	26	96	46	28	96	14	90	50
5	White	35	97	60	39	97	44	90	50
5	Eco. Dis.	36	94	36	38	95	16	90	50
5	SPED	3			4				
5	LEP C	8	88	25	12	92	0	90	50
5	LEP M1								
5	LEP M2								

Newton Rayzor Elementary School - An IB World School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	72	85	42	66	85	42	90	50
5	AA	6	67	0	3				
5	Hispanic	27	81	33	27	74	11	90	50
5	White	36	92	56	36	97	69	90	50
5	Eco. Dis.	36	86	28	34	79	24	90	50
5	SPED	7	43	14	5	60	60	90	50
5	LEP C	8	63	0	11	55	9	90	50
5	LEP M1								
5	LEP M2								

Newton Rayzor Elementary School - An IB World School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Newton Rayzor Elementary School - An IB World School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- student ethnicity
- student growth trends
- economic disandvantage trends
- gender
- attendance rates

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Overall Growth is 8% a year
- Rise in economically disadvantage from 4% to 10%
- Rise in hispanic population by 10%
- American Indian 3%/Asian 7%
- African American 8%/Native Hawaiia1%
- White 67%/Hispanic 14%
- Males 55%/Femailes 45%
- Gifted and Talented Total 8% of the total population
- population; 2% black; 78% white;
- Attendance rate below average for similar schools

Needs

- by adding new teachers to the campus we must have a PD plan for consistancy due to 8% growth every year
- staff development and implementation of stategies for EDC
- stratategies to increase performance for females in science and math
- stratategies to increase performance for males in language arts
- Hispanic and African American representation in Gifted and Talented
- Improve attendance rates
-

Summary of Needs

- Improve attendance rates
- Increase number of Gifted and Talented numbers
- Ensure new teachers are trained as soon as possible

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- TAKS Analyzer Results
- Common Assessments
- ELI/ SELI
- Report Cards
- Grade level plans - results
- TELPAS
- Student Portfolios
- Rocket Math Results
- End of year Writing Benchmark
- Benchmarks & summative exams

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- TAKS grades: gains in almost all sub-groups in all grades in reading and math. Overall, maintained or exceeded in all areas but science.
- TAKS grades: growth in commended scores in most areas.
- High DRA reading levels.
- High SELI and ELI scores in many classes.
- Growth in Common Assessment scores over 2010.
- Student portfolios- more developed.

Needs

- Drop in Hispanic sub-group science scores and SES - recalibrate lessons and instructional delivery.
- Need to maintain and grow all tested areas.
- Need to purchase additional leveled reading books and literacy activities/supplies.
- Focus on Math automaticity and fluency.
- Staff development in: writing, math fluency, science (alignment) and assessments.

Summary of Needs

- Staff Development: Writing, math fluency, science and assessment.
  Purchase supplies and materials to support grade level plans.
  Fund staff development for targeted grade levels and programs.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Parent Sign-in sheets
- Interviews
- District survey results
- Parent letters
- Parent conferences
- CIS data concerning parent involvement.
- Walk-throughs
- Campus Leadership Team - parent feedback.
- Number of extra-curricular activities.
- IB waiting list.

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Increase in parent involvement activites.
- Increase in community and business parterships.
- Increase in parent attendance rates.
- Increase in PTA membership.
- Increase in student extra-curricular activites.
- IB program - high interest and waiting list.

Needs

- Refine parent involvement activities to include more Spanish speaking parents.
- Increase partnerships.
- Increase parent attendance rates by 10%.
- Add 1-2 more after school extra-curricular activites and support with Title 1 funds for underrepresented groups.
- Better and more efficient communication systems with parents.

Summary of Needs

- Increase parent involvement especially with Hispanic families.
- Refine parent involvment activities.
- Increase business and community parnterships.
- Increase methods of communcation with parents.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- PRIDE results
- Staff mobility
- Professional development staff surveys: literacy, math and writing.
- Student to teacher ratios in bilingual and inclusion classrooms.
- Review of staff development offerings and attendance rates by teacher and grade level. (Eduphoria results)
- Teacher reflections on personal goals set in PRIDE
- IB teacher reflections in IB planners

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- staff mobility low.
- high staff morale.
- Teacher self-reporting personal and professional growth.
- Much growth in IB instructional strategies and processes.

Needs

- Need for additional staff development.
- Need for teacher professional growth in targeted areas.
- Pay for targeted staff development for particular teachers and grade levels.

Summary of Needs

- Additional staff development.
- Teacher professional growth in targeted areas.
- Fund staff development per grade level plans and IB plans.

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- IB planner reflections.
- Benchmarks.
- Lesson plan review.
- Common Assessments.
- Teacher survey results: math, literacy and Writing.
- Prime Time scheduling.
- TEAM TIME planning walk-throughs and minutes, and teacher survey.
- Technology projects through UniServity.
- Bridge Builders program
- CIS data.

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Better understanding on formative and summative assessments.
- Common assessments rewritten to align better with SE's or TEKS.
- TEAM TIME effectively used.
- Prime time scheduling improved.

Needs

- Professional development by grade level in one or more of the following: math, science and literacy.
- School-wide professional development in writing, assessments and inquiry.
- Supplies and materials needed to implement grade level plans
- Funding to support staff development needs.

Summary of Needs

- Targeted staff development by grade level needs.
- School-wide staff development in writing, assessments and literacy.
- Funding to support grade level plans and staff development plan
- Funding to support technology needs associated with staff development.

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- Family night parent sign in sheets.
- Parent volunteer sign in during school days
- Parent survey
- Demographic data
- Review of materials sent to all families in 10-11
- Discussions with various parents.
- Number of business and community partners.
- Counselor and Nurse logs.
- CIS DATA Reports

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Increased PTA members
- Increased parent involvement in many areas.
- Counselor and Nurse provided additional resources to needy families.
- Used monthly newsletter to communicate with parents and community.
- Sent IB Alerts in both languages.
- Increased business and community partners.
- Increased number of district transfers.
- Held monthly "family nights"
- Held informative Back-to-School nights

Needs

- Reaching Spanish Speaking families.
- More translations in Spanish needed.
- Continue to seek more business and community partnerships.
- Increase number of family nights.

Summary of Needs

- Hold monthly Family Nights.
- Increase the number of business and community partnerships.
- Purchase supplies, materials, and food for various parent and community events.
- Meet with PTA to recruit more Spanish speaking families.
- Pay stipend for staff to translate important parent information.
- A more efficient way to communicate with parents (e.g. planner or Be Organized Binder).

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- Campus Improvement Plan Binder
- CIS Data sources
- Grade Level Meeting minutes
- Campus Improvement Plan minutes
- Common assessments - how they are created
- Prime Time - lesson plans
- Staff meeting decisions

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Common Assessments created by teachers
- TEAM TIME - allowed teachers dedicated planning time throughout the year.
- Clear decision making process in place.
- Teacher created lessons for PRIME TIME.
- CIS - provided data from students and parents.

Needs

- Refinement of common assessments for STAAR
- Supplies and materials needed for PRIME TIME.
- Continue and refine TEAM TIME.

Summary of Needs

- Purchase supplies and materials for PRIME TIME
- Restructure schedules to accommodate new programs (e.g. Write from the Beginning)
- Establish stronger communication process for all that is going on at NRE.

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- UniServity Plan
- Lesson Plans
- Sign in Sheets from various teacher training
- Lab check out calendar by year
- Purchase orders
- Student portfolios

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Student portfolios
- Increase in teacher use of various programs in classroom - blogs, wikis, powerpoints.
- Increase in student products using technology.
- Purchase cameras for all classroom teacher computers.
- Some teachers significantly increased understanding and use of technology.
- Increase of core curriculum links such as Envision lessons.
- Connections to schools in other parts of the world.

Needs

- Not all teachers comfortable with technology and tools; more training needed
- Advanced teachers will need more training to further increase tools.
- Increase student and teacher use has created need for more computers.
- One computer lab has old computers and they are slowing "dying out".
- Purchase of Smart Boards.

Summary of Needs

- Additional teacher training
- Purchase of new computers and equipment
- Site license for various computer programs needed to meet IB goals on international mindedness

Comprehensive Needs Assessment Summary of Priority Needs
Newton Rayzor Elementary

Demographics:
Improve attendance rates
Increase number of Gifted and Talented numbers
Ensure new teachers are trained as soon as possible

School Culture and Climate:
Increase parent involvement especially with Hispanic families.
Refine parent involvment activities.
Increase business and community parnterships.
Increase methods of communcation with parents.

Curriculum, Instruction and Assessment:
Targeted staff development by grade level needs.
School-wide staff development in writing, assessments and literacy.
Funding to support grade level plans and staff development plan
Funding to support technology needs associated with staff development.

School Content and Organization:
Purchase supplies and materials for PRIME TIME
Restructure schedules to accommodate new programs (e.g. Write from the Beginning)
Establish stronger communication process for all that is going on at NRE.

Student Achievement:

Staff Development: Writing, math fluency, science and assessment.
Purchase supplies and materials to support grade level plans.
Fund staff development for targeted grade levels and programs.

Teacher Quality:
Additional staff development.

Teacher professional growth in targeted areas.
Fund staff development per grade level plans and IB plans.

Family and Community Involvement:
Hold monthly Family Nights.
Increase the number of business and community partnerships.
Purchase supplies, materials, and food for various parent and community events.
Meet with PTA to recruit more Spanish speaking families.
Pay stipend for staff to translate important parent information.
A more efficient way to communicate with parents (e.g. planner or Be Organized Binder).

Technology:
Additional teacher training
Purchase of new computers and equipment
Site license for various computer programs needed to meet IB goals on international mindedness

Board Summary
Campus Improvement Plans
2011-12

Newton Rayzor Elementary School - An IB World School

Wildy Important Goals for 2011-12
WIG 1: Fully implement ALL IB PYP standards by May 24, 2012 By May 24, 100% of classroom and special areas teachers will demonstrate 1 unit of growth, on average, in all areas of the IB Programme Standards Self Assessment.
WIG 2: Obtain Commendated Rates (or equivalent) 50% or greater on the 2012 STAAR in all tested areas. By June 30, 50% of all 2012 STAAR scores will be in the Commended range in all tested areas.
WIG 3: All grade levels will implement 100% of the strategies and activities listed in their Grade Level Plans (SMART GOALS) and successfully meet 100% of their goals by May 25, 2012.

Campus Improvement Plan
Newton Rayzor Elementary School - An IB World School

WIG 1

Fully implement ALL IB PYP standards by May 24, 2012
By May 24, 100% of classroom and special areas teachers will demonstrate 1 unit of growth, on average, in all areas of the IB Programme Standards Self Assessment.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To provide training and supplies for Sister School partnerships in connection with IB units of study. **Person(s) Responsible:** All staff members **Completion Date:** June 1, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Technology resource staff	[ ]	[ ]		Grade level meetings minutes and evidence found in student portfolios and standards files.	Completion of key IB power standards; portfolios	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Professional staff will receive Level I,II, III and TIBS training as needed and as funding is available. **Person(s) Responsible:** IB Coordinator,administrative team and selected teachers. **Completion Date:** By July 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	International Baccalaureate the Americas, Texas IB Schools	[X]	[ ]		completion of Exhibition; team meeting minutes.	Reflections in Planner; recorded certificates of completion.	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [X] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Incorporate IB staff development into campus staff development and staff meetings. **Person(s) Responsible:** IB Coordinator **Completion Date:** May 24, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	IB Coordinator, Administrative Team; consultants	[ ]	[ ]		IB Coordinator, Administrative Team	Implementation of new information through unit planners and lesson plans.	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [X] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Increase the inventory of the Library/Media center as it relates to IB materials, practice, unit planners, second language texts, and mother-tongue materials. **Person(s) Responsible:** Librarian, IB Coordinator **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Librarian, IB Coordinator, Staff, IB Online Curriculum Center, IB Store, Title I budget- 1,000	[X]	[ ]		Grade level plans, invoice of requested materials.	Receipt and cataloging of materials, documentation of use of materials in lesson plans, check-out records.	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [X] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff development on assessment and concept based instruction. **Person(s) Responsible:** IB Coordinator, Administrative Team **Completion Date:** May 25, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	IB Coordinator Admin Team, IB workshop presenters, Title I: $2,500 consultant fees	[X]	[ ]		Sign in sheets, Exit reflection.	Implementation of new information through unit planners and lesson plans	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make site visits to authorized PYP schools. **Person(s) Responsible:** IB Coordinator, Admin. team **Completion Date:** June 1, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	IB Coordinator, Administrative Team, IB PYP Schools list	[X]	[ ]		Sign in sheets, exit reflections.	Presentation to faculty, Implementation of new information through unit planners and lesson plans	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide curriculum materials and instructional supplies for IB units of study. **Person(s) Responsible:** IB Coordinator, Admin. Team, Team Leaders **Completion Date:** May 17, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	IB Coordinator, Administrative team.	[X]	[ ]		Review of orders by IB Coordinator, review of orders by admin., invoice by School Secretary.	Receipt of materials, use of materials in unit planners and lesson plans.	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide field trips related to IB units of study for the purpose of front-loading, provocations, investigations, and inquiry. **Person(s) Responsible:** IB Coordinator, Administrative Team, **Completion Date:** Throughout the year **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	IB Vertical Team, IB Coordinator, Admin Team, Transportation Dept., Unit planners, TEKS, District Scope & Sequence, Title I budget- $4,800	[X]	[ ]		Review of request by IB Coordinator, review of request by Admin., invoice by School Secretary, completion of Field Trip Request forms.	Receipt of materials, use of materials in unit planners and lesson plans.	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide World Language Instruction **Person(s) Responsible:** Administrative team. **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		PDAS documentation, lesson plans	Instruction provided to all K-5 students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide World IB curriculum materials and coordination **Person(s) Responsible:** World Language Teacher, IB Coordinator **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Books, instructional supplies and materials. SCE: $65,137	[X]	[X]	1	Observations, lesson plans, grade level plans.	Growth in oral language proficiency of all K-5 students	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Newton Rayzor Elementary School - An IB World School

WIG 2

Obtain Commendated Rates (or equivalent) 50% or greater on the 2012 STAAR in all tested areas.
By June 30, 50% of all 2012 STAAR scores will be in the Commended range in all tested areas.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize DISD Benchmarks and train teachers to develop, implement and analyze grade level common assessments (CAs) to determine lesson and unit effectiveness and recalibration. **Person(s) Responsible:** Administrative team and all staff. **Completion Date:** May 18, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	DISD specialists, teachers and administrative team.	[ ]	[ ]		Data tracking on AWARE and CCAP; grade level binders, grade level minutes.	Regular review of data; lesson plan revision; prime time program.	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement Student Active Response Team (STAR) to identify and monitor academic and social/emotional needs of all students, and to set interventions in place. **Person(s) Responsible:** STAR team **Completion Date:** Oct.6 & Jan. 5 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Specialists, teachers, Community in Schools.	[ ]	[ ]		2 yearly meetings to review all students' progress and evidence of program implementation and effectiveness.	Referrals to appropriate RtI programs.	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Conduct Academic Conferences to develop and implement grade level plans, and to determine instructional supplies and materials as needed to meet plan goals. **Person(s) Responsible:** All teachers and special area teachers. **Completion Date:** August 19, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Conferences/workshops and instructional materials and supplies.	[X]	[ ]		Completion of approved grade level plans.	Grade level plans completed by mid-May.	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement Prime Time during the school day and provide educational materials and supplies to run the program; Hire subs to cover classes for additional tutoring. **Person(s) Responsible:** All teachers **Completion Date:** 45 min. daily, to 5/3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Tutoring supplies and materials, UNT tutors, differentiated lesson plans and groupings	[ ]	[ ]		Begins on Sept. 12, 2011	Review of weekly lesson plans.	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide after school tutoring to students by certified teachers **Person(s) Responsible:** Administrative Team **Completion Date:** 9/12/11 to 5/18/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Extra duty pay for teachers, instructional supplies and materials, UNT tutors. Title 1: $19,000	[X]	[ ]		Begins on Sept. 12, 2011	Frequent meetings with program coordinators	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement year one of a study on assessment focusing on: developing tools, examining grading practices, developing methods of communicating progress with students and parents. The study will also examine assessment in reading, writing and inquiry. **Person(s) Responsible:** Teachers, staff and admin. team **Completion Date:** May 18, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	PDC specialists, contracted specialists, supplies and materials for teacher book studies, substitutes: $2,500	[X]	[ ]		Monitoring; meeting minutes, staff development plans.	Increase in test and common assessment scores, work binders with future plans.	[ ] CNA [ ] RS [ ] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement school-wide Write From the Beginning Plan. **Person(s) Responsible:** All teachears **Completion Date:** May 18, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	PDC specialists; Master teachers	[ ]	[ ]		Lesson plans, grade level minutes, benchmark scoring reports	Meeting goal of 85% of students scoring in the 16-20 range.	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use technology to enhance instruction **Person(s) Responsible:** TI, CT, Admin. team **Completion Date:** Sept 2011 to May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	TI, CT, computer labs, other technological equipment.	[X]	[ ]		Implementation of various programs: UniServity, Classworks, and other programs.	Lesson plans, Exhibition, PDAS walkthroughs	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue reading intervention programs including funding 2 Reading Recovery teachers (1 English and 1 Spanish) and the use of mentors **Person(s) Responsible:** Reading Recovery Teachers and Administrative team **Completion Date:** June 2, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Reading Recovery teacher position. SCE: 33,560	[ ]	[X]	.5	Reading Recovery program monitoring and lesson plan reviews.	PDAS, lesson plan reviews, Exit data.	[ ] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize .5 Math specialist to provide staff development in various programs and targeted small-group instruction. **Person(s) Responsible:** Math Specialist and administrative team. **Completion Date:** June 1, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Math specialist, instructional materials and supplies : $26,925 (from SCE)	[ ]	[X]	.5	Lesson plans and program monitoring.	Common assessment scores, benchmark scores, benchmark scores, Rocket Math implementation. STAAR results	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Fund .5 Literacy Specialist to provide on-going coaching and support to teachers and programs as needed. **Person(s) Responsible:** Literacy Specialist and administrative team **Completion Date:** June 3, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Literacy Specialist teacher; instructional supplies and materials. Title 1: $30,749	[ ]	[X]	.5	Program implementation and grade level meetings.	Increase in STAAR reading scores.	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize .5 Literacy specialist to work with at-risk students and to provide staff development **Person(s) Responsible:** Literacy specialist and administrative team **Completion Date:** June 3, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	.5 Literacy specialist; instructional supplies and materials; SCE funded: 30,749	[ ]	[X]	.5	Program implementation and grade level meetings, 11/9 update - same as above	Increase in STAAR reading scores.	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Require 2 hours minimum of daily Balanced Literacy instruction in grades K-5 **Person(s) Responsible:** Teachers and administrative team **Completion Date:** June 1, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Books and instructional materials for classroom libraries	[X]	[ ]		Lesson plans, grade level meeting, walk-throughs and Planners.	Common assessment scores, increase in STAAR reading scores.	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Require science to be taught daily in all classrooms. **Person(s) Responsible:** Classroom teachers. **Completion Date:** June 3, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Eduphoria links; Science resource equipment, instructional supplies and materials.	[X]	[ ]		Lesson plans, PDAS, common assessments, IB planners. 11/9 Update: Title 1 science academy; lesson plan review, science benchmarks	Common assessments and benchmark scores.	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide regular support meetings and training to new staff members **Person(s) Responsible:** Administrative Team **Completion Date:** June 1, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff, grade-level teams and mentors.	[ ]	[ ]		New employee feedback.	Staff retention.	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain active relationships and partnerships with UNT and TWU. **Person(s) Responsible:** Administrative Team **Completion Date:** University fall and spring terms **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	University staff and students, teachers and the administrative team.	[ ]	[ ]		Meeting minutes, practicum schedules, student teachers	Exit interviews with programs; student evaluations	[X] CNA [ ] RS [ ] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct series of parent education nights on a variety of topics (literacy, science, math, arts, etc) entitled Family Nights **Person(s) Responsible:** All staff members **Completion Date:** May 17, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Supplies, materials and snacks to hold family evening events. Cost: 1,739	[X]	[ ]		Parent sign in sheets.	Increase in parent participation.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Administrative training in Cognitive Coaching, Professional Learning Community and others related to bridging the achievement gap. **Person(s) Responsible:** Administration **Completion Date:** **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	workshop/training costs.	[X]	[ ]		Conference attendance.	Changes to staff development plans and development of 2012-13 CIP.	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement the Rocket Math Program in grades 1-5 **Person(s) Responsible:** Administrative Team **Completion Date:** Throughout year **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Copying cost	[ ]	[ ]		Use of student folders	Growth on student charts and portfolios.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement the Community in Schools program for qualified students. **Person(s) Responsible:** CIS Coordinator **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Program funded from CIS grants	[ ]	[ ]		CIS Newton Rayzor Plan	Monthly CIS reports	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

WIG 3

All grade levels will implement 100% of the strategies and activities listed in their Grade Level Plans (SMART GOALS) and successfully meet 100% of their goals by May 25, 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Attend math workshop and planning day to institute the Guided Math Program. **Person(s) Responsible:** All Kinder and 5th grade teachers and SPED teachers **Completion Date:** November 1, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Diller Workshop, substitutes.	[X]	[ ]		PLC meeting notes, lesson plans	Increase in common assessment and benchmark scoring	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Attend the science CAST conference on November 17 & 18 **Person(s) Responsible:** All 5th grade teachers, one 4th grade teacher **Completion Date:** November 18 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Cast Workshop, substitutes.	[X]	[ ]		Conference attendance, PLC meeting minutes, lesson plans	Increase in science common assessments and STAAR passing rates.	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Attend Math workshops and purchase supplies and materials to implement programs. **Person(s) Responsible:** 2nd & 4th grade teachers and support staff. **Completion Date:** Feb. 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Marcy Cook workhop, Greg Tang, substitutes and supplies and materials.	[X]	[ ]		Workshop attendance, PLC meeting notes, lesson plans	Increase in math common assessment and benchmark scores.	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Purchase hands-on learning math and literacy games, and various grade level readers **Person(s) Responsible:** 1st grade teachers, reading interventionist, math interventionist and reading recovery teachers. **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Instructional resources and texts.	[X]	[ ]		Conference attendance, grade level meeting notes	Increase in common assessment scores; increase in SELI & ELI scores	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Training on writing and comprehension on Nov. 15 for 1st grade teachers **Person(s) Responsible:** 1st grade teachers and administration. **Completion Date:** Nov. 15, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Region XI training on journaling. Registration fees and substitutes: $1,200	[X]	[ ]		Conference attendance and lesson plans	Increase in writing benchmark scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Newton Rayzor Elementary School - An IB World School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Debbie Naylor
2) Classroom Teacher	Lori Cadwallader
3) Classroom Teacher	Holly Caley
4) Classroom Teacher	Gina Vasquez
5) Classroom Teacher	Laura Washington
6) Classroom Teacher	Marisela Luce, Barbara Gatlin
7) Campus-based Nonteaching Professional	Yolanda Horsch
8) Campus-based Paraprofessional and Operations Staff	Kristina Garrett
9) District-level Professional	Marcia Kellum
10) Parent	Shelly Panter
11) Parent	Diedra Johnson
12) Community Member	Bob Hardaway
13) Community Member	Dr. Aimi Chesky
14) Business Representative	Terry Bowman
15) Business Representative	Paul Weigenant

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	9/6/11	3:30-5:30	Newton Rayzor Library
2	11/16/11	3:30-5:00	Newton Rayzor Library
3	1/18/12	3:30-5:00	Newton Rayzor Library
4	5/2/12	3:30-5:00	Newton Rayzor Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: RIVERA EL

Campus #: 061901108

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Science

Comparable Improvement: Reading & Mathematics

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	86%	87%	83%	86%	87%	*	*	*	*	> 99%	84%	86%
	2010	92%	97%	91%	96%	> 99%	94%	> 99%	*	*	*	*	*	96%	92%
Mathematics	2011	88%	93%	84%	95%	85%	> 99%	93%	*	*	*	*	> 99%	93%	> 99%
	2010	87%	93%	84%	72%	71%	74%	63%	*	*	*	*	*	71%	72%
All Tests	2011	83%	91%	79%	88%	85%	88%	87%	*	*	*	*	> 99%	85%	88%
	2010	84%	92%	79%	72%	71%	74%	63%	*	*	*	*	*	71%	72%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	84%	83%	91%	*	91%	*	*	*	*	*	*	91%	91%
	2010	85%	88%	83%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	77%	81%	73%	88%	*	88%	*	*	*	*	*	*	88%	88%
	2010	74%	78%	67%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	78%	79%	78%	89%	*	89%	*	*	*	*	*	*	89%	89%
	2010	75%	77%	66%	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	83%	88%	80%	88%	> 99%	*	*	*	*	88%	88%	81%
	2010	86%	91%	84%	73%	55%	74%	92%	*	*	*	*	90%	73%	70%
Mathematics	2011	89%	94%	86%	93%	> 99%	91%	91%	*	*	*	*	75%	94%	90%
	2010	89%	92%	88%	83%	64%	87%	83%	*	*	*	*	80%	82%	81%
Writing	2011	91%	94%	88%	95%	> 99%	91%	> 99%	*	*	*	*	88%	95%	86%
	2010	92%	93%	91%	88%	64%	90%	> 99%	*	*	*	*	80%	88%	89%
All Tests	2011	78%	86%	71%	84%	82%	83%	91%	*	*	*	*	75%	85%	76%
	2010	78%	83%	73%	61%	27%	64%	85%	*	*	*	*	60%	60%	59%
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	84%	84%	80%	83%	90%	*	*	*	*	87%	85%	81%
	2010	86%	91%	86%	86%	90%	78%	> 99%	*	*	*	*	83%	82%	61%
Mathematics	2011	86%	92%	82%	78%	53%	84%	90%	*	*	*	*	53%	78%	82%
	2010	86%	92%	85%	92%	90%	92%	94%	*	*	*	*	83%	90%	83%
Science	2011	86%	92%	81%	83%	67%	84%	> 99%	*	*	*	*	67%	84%	77%
	2010	87%	90%	85%	90%	90%	86%	> 99%	*	*	*	*	83%	88%	72%
All Tests	2011	76%	85%	68%	63%	47%	63%	80%	*	*	*	*	44%	64%	57%
	2010	75%	82%	72%	81%	90%	72%	94%	*	*	*	*	67%	76%	50%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only															
Reading	2011	77%	89%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	74%	56%	83%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	50%	63%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	45%	40%	*	*	*	*	*	*	*	*	*	*	*	*
Science	2011	58%	44%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	52%	38%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	63%	54%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	55%	32%	60%	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	85%	89%	83%	88%	94%	*	*	*	*	94%	89%	84%
	2010	90%	93%	88%	84%	79%	81%	97%	*	n/a	n/a	n/a	80%	83%	75%
Mathematics	2011	84%	88%	85%	94%	91%	95%	94%	*	*	*	*	88%	93%	95%
	2010	84%	88%	84%	84%	79%	85%	84%	*	n/a	n/a	n/a	76%	82%	79%
Writing	2011	92%	94%	88%	95%	> 99%	91%	> 99%	*	*	*	*	88%	95%	86%
	2010	93%	95%	91%	88%	64%	90%	> 99%	*	n/a	n/a	n/a	80%	88%	89%
Science	2011	83%	84%	81%	83%	67%	84%	> 99%	*	*	*	*	67%	84%	77%
	2010	82%	86%	85%	89%	90%	84%	> 99%	*	n/a	n/a	n/a	83%	87%	68%
All Tests	2011	76%	81%	74%	82%	76%	81%	92%	*	*	*	*	76%	82%	77%
	2010	76%	81%	74%	71%	61%	70%	84%	*	n/a	n/a	n/a	56%	68%	61%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	27%	29%	21%	29%	39%	*	*	*	*	16%	29%	20%
	2010	32%	38%	26%	22%	21%	19%	35%	*	*	*	*	12%	22%	17%
Mathematics	2011	29%	32%	28%	32%	20%	38%	25%	*	*	*	*	12%	31%	32%
	2010	28%	31%	27%	31%	25%	30%	41%	*	*	*	*	20%	29%	24%
Writing	2011	31%	39%	15%	19%	29%	11%	27%	*	*	*	*	< 1%	15%	10%
	2010	32%	36%	16%	6%	< 1%	5%	15%	*	*	*	*	10%	5%	7%
Science	2011	30%	33%	31%	43%	27%	43%	70%	*	*	*	*	20%	42%	27%
	2010	28%	30%	33%	44%	30%	32%	76%	*	*	*	*	33%	38%	5%
All Tests	2011	16%	19%	11%	15%	7%	18%	14%	*	*	*	*	3%	15%	14%
	2010	15%	17%	11%	9%	11%	8%	11%	*	*	*	*	< 1%	8%	6%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	93%	> 99%	> 99%	> 99%	*	*	*	*	*	> 99%	> 99%	> 99%
	2010	85%	88%	> 99%	89%	*	89%	> 99%	*	*	*	*	89%	88%	86%
Mathematics	2011	77%	83%	93%	92%	90%	> 99%	*	*	*	*	*	92%	95%	> 99%
	2010	75%	79%	94%	80%	*	75%	*	*	*	*	*	80%	77%	67%
Writing	2011	80%	88%	86%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	86%	89%	*	*	*	*	*	*	*	89%	88%	*
Science	2011	60%	60%	53%	55%	*	40%	*	*	*	*	*	55%	60%	*
	2010	58%	58%	56%	83%	*	*	*	*	*	*	*	83%	80%	*
All Tests	2011	66%	73%	75%	78%	80%	77%	*	*	*	*	*	78%	83%	78%
	2010	64%	69%	75%	72%	*	67%	83%	*	*	*	*	72%	69%	57%
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	> 99%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2010	93%	96%	> 99%	*	*	*	*	*	*	*	*	*	*	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	99.7%	99.5%	100.0%	100.0%	97.6%	-	*	-	*	100.0%	99.5%	98.8%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	91.0%	86.6%	77.6%	90.0%	85.7%	-	*	-	*	17.6%	86.0%	88.9%
Not on TAKS	7.6%	7.6%	8.4%	12.9%	22.4%	10.0%	11.9%	-	*	-	*	82.4%	13.4%	9.9%
TAKS(Acc) Only	2.4%	2.1%	1.8%	0.9%	2.0%	0.8%	0.0%	-	*	-	*	5.9%	1.1%	1.2%
TAKS-M Only	3.1%	3.4%	2.9%	9.2%	18.4%	5.0%	11.9%	-	*	-	*	58.8%	9.1%	6.2%
TAKS-Alt Only	0.9%	0.7%	1.1%	0.5%	0.0%	0.8%	0.0%	-	*	-	*	2.9%	0.5%	0.0%
Combination	1.3%	1.4%	1.1%	2.3%	2.0%	3.3%	0.0%	-	*	-	*	14.7%	2.7%	2.5%
By Acct Status														
Acct System	94.0%	95.7%	91.5%	91.2%	91.8%	93.3%	85.7%	-	*	-	*	97.1%	91.9%	92.6%
Non-Acct System	4.6%	3.5%	7.4%	8.3%	8.2%	6.7%	11.9%	-	*	-	*	2.9%	7.5%	6.2%
Mobile	4.6%	3.5%	7.4%	8.3%	8.2%	6.7%	11.9%	-	*	-	*	2.9%	7.5%	6.2%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.3%	0.5%	0.0%	0.0%	2.4%	-	*	-	*	0.0%	0.5%	1.2%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.2%	0.5%	0.0%	0.0%	2.4%	-	*	-	*	0.0%	0.5%	1.2%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	280	217	49	120	42	0	4	0	2	34	186	81
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.6%	100.0%	100.0%	100.0%	100.0%	-	*	-	-	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	92.6%	87.8%	85.7%	90.7%	81.0%	-	*	-	-	11.1%	87.4%	90.5%
Not on TAKS	7.8%	7.7%	7.3%	12.2%	14.3%	9.3%	19.0%	-	*	-	-	88.9%	12.6%	9.5%
TAKS(Acc) Only	2.3%	1.8%	1.4%	2.6%	2.9%	2.5%	2.4%	-	*	-	-	18.5%	2.9%	1.4%
TAKS-M Only	3.3%	3.8%	3.3%	7.7%	11.4%	5.9%	9.5%	-	*	-	-	55.6%	7.4%	6.8%
TAKS-Alt Only	0.8%	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Combination	1.3%	1.3%	1.1%	2.0%	0.0%	0.8%	7.1%	-	*	-	-	14.8%	2.3%	1.4%
By Acct Status														
Acct System	90.0%	91.0%	88.1%	84.2%	71.4%	89.0%	81.0%	-	*	-	-	40.7%	83.4%	90.5%
Non-Acct System	8.6%	8.1%	11.5%	15.8%	28.6%	11.0%	19.0%	-	*	-	-	59.3%	16.6%	9.5%
Mobile	4.4%	3.6%	6.8%	8.2%	17.1%	5.1%	9.5%	-	*	-	-	3.7%	9.1%	2.7%
Non-Acct Test	4.2%	4.5%	4.2%	7.7%	11.4%	5.9%	9.5%	-	*	-	-	55.6%	7.4%	6.8%
Not Tested	1.4%	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	278	196	35	118	42	0	1	0	0	27	175	74

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	42%	56%	50%	50%	*	*	*	*	*	60%	56%	50%
	2010	50%	53%	43%	36%	*	40%	*	*	*	*	*	*	38%	44%
Mathematics	2011	42%	43%	49%	63%	57%	70%	*	*	*	*	*	43%	67%	63%
	2010	45%	52%	52%	36%	33%	43%	*	*	*	*	*	40%	31%	33%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	84	94	83	89	*	*	*	*	*	*	97	95
	2010	86	90	101	90	*	91	*	*	*	*	*	*	86	91
Mathematics	2011	64	66	87	101	80	120	*	*	*	*	*	*	101	113
	2010	70	77	93	83	97	*	*	*	*	*	*	*	73	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	17%	16%	20%	16%	10%	*	*	*	*	13%	15%	18%
	2010	15%	10%	16%	14%	10%	22%	< 1%	*	*	*	*	17%	17%	37%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	90%	90%	87%	89%	> 99%	*	*	*	*	> 99%	93%	82%
	2010	92%	96%	91%	86%	90%	78%	> 99%	*	*	*	*	83%	83%	63%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	19%	22%	47%	16%	10%	*	*	*	*	47%	22%	18%
	2010	14%	9%	16%	8%	10%	8%	6%	*	*	*	*	17%	10%	16%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	90%	95%	87%	97%	> 99%	*	*	*	*	93%	95%	> 99%
	2010	92%	95%	91%	94%	> 99%	92%	94%	*	*	*	*	92%	92%	84%
English Language Learners Progress Indicator															
2010-11		80%	86%	84%	88%	*	87%	*	*	*	*	*	83%	87%	85%
2009-10		79%	85%	79%	91%	*	91%	*	*	*	*	*	75%	91%	89%
Attendance Rate @															
2009-10		95.5%	95.9%	96.4%	96.3%	96.0%	96.5%	95.9%	*	*	-	*	95.3%	96.3%	96.8%
2008-09		95.6%	95.9%	96.8%	96.5%	96.4%	96.9%	95.4%	*	n/a	n/a	n/a	96.1%	96.7%	97.1%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		479	100.0%	23,679	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.6%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	6.9%	3.0%	4.5%
	Kindergarten	93	19.4%	14.9%	8.5%	7.6%
	Grade 1	89	18.6%	15.2%	8.5%	7.9%
	Grade 2	76	15.9%	16.1%	8.8%	7.7%
	Grade 3	80	16.7%	15.8%	8.5%	7.6%
	Grade 4	72	15.0%	16.4%	7.9%	7.6%
	Grade 5	69	14.4%	13.2%	7.9%	7.6%
	Grade 6	0	0.0%	0.6%	7.2%	7.4%
	Grade 7	0	0.0%	0.2%	7.1%	7.3%
	Grade 8	0	0.0%	0.2%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	105	21.9%	13.3%	11.6%	12.9%
	Hispanic	256	53.4%	72.3%	30.8%	50.3%
	White	101	21.1%	10.8%	52.9%	31.2%
	Native American	1	0.2%	0.6%	0.9%	0.5%
	Asian	8	1.7%	1.5%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.4%	0.1%	0.1%
	Two or More Races	8	1.7%	1.2%	1.2%	1.6%
Economically Disadvantaged		417	87.1%	87.0%	41.5%	59.2%
Limited English Proficient (LEP)		178	37.2%	37.8%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		2	0.3%	0.3%	1.3%	1.9%
At-Risk		347	72.4%	65.0%	35.1%	46.3%
Mobility (2009-10)		142	30.0%	21.9%	17.1%	18.2%
Number of Students per Teacher		11.2	n/a	14.9	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	0.0%	3.1%	2.1%	2.3%	20.0%	9.1%	14.3%	10.7%
Grade 1	2.7%	6.1%	1.5%	4.7%	0.0%	6.8%	8.5%	8.9%
Grade 2	1.4%	3.5%	0.8%	2.8%	12.5%	2.7%	3.8%	4.1%
Grade 3	0.0%	2.5%	1.1%	2.0%	25.0%	2.1%	1.4%	1.8%
Grade 4	0.0%	1.3%	0.1%	1.1%	0.0%	0.5%	0.4%	0.9%
Grade 5	0.0%	2.3%	0.4%	1.3%	0.0%	0.6%	2.0%	1.3%
Grade 6	-	0.0%	0.1%	0.7%	-	0.0%	3.7%	1.2%
Grade 7	-	0.0%	0.2%	1.0%	-	0.0%	1.4%	1.4%
Grade 8	-	0.0%	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	19.7	18.2	18.8	19.0
	Grade 1	19.7	18.3	18.9	18.9
	Grade 2	15.4	19.1	18.8	18.8
	Grade 3	18.1	18.3	19.1	18.8
	Grade 4	17.4	18.9	20.3	19.0
	Grade 5	18.0	21.1	21.9	21.4
	Grade 6	-	16.5	20.9	20.7
	Mixed Grades	19.4	22.9	19.2	23.9
Secondary:	English/Language Arts	-	21.6	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	11.1	19.4	17.9
	Science	-	21.0	22.9	19.0
	Social Studies	-	21.0	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	60.9	100.0%	100.0%	100.0%	100.0%
Professional Staff:	51.9	85.2%	84.5%	72.3%	63.4%
Teachers	42.8	70.2%	70.9%	56.2%	50.5%
Professional Support	7.2	11.8%	9.6%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	3.3%	4.0%	2.7%	2.8%
Educational Aides:	9.0	14.8%	15.5%	7.9%	9.5%
Total Minority Staff:	27.8	45.5%	47.6%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	7.0	16.4%	8.2%	6.5%	9.3%
Hispanic	13.6	31.8%	34.6%	11.7%	23.7%
White	22.0	51.5%	53.5%	78.4%	63.9%
American Indian	0.0	0.0%	0.2%	0.8%	0.4%
Asian	0.1	0.3%	2.0%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.4%	2.1%	1.3%
Males	8.1	19.0%	11.3%	24.0%	23.2%
Females	34.6	81.0%	88.7%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.3	3.2%	5.9%	4.8%	6.0%
1-5 Years Experience	14.0	32.7%	35.8%	31.8%	30.0%
6-10 Years Experience	9.0	21.0%	22.6%	22.7%	21.1%
11-20 Years Experience	11.4	26.7%	19.8%	25.5%	25.0%
0ver 20 Years Experience	7.0	16.4%	15.9%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.0 yrs.	10.3 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	6.5 yrs.	7.9 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,588	$43,226	$45,521	$41,272
1-5 Years Experience	$47,039	$45,435	$47,448	$44,013
6-10 Years Experience	$48,039	$47,457	$48,287	$46,604
11-20 Years Experience	$51,635	$50,432	$51,852	$50,476
Over 20 Years Experience	$63,083	$59,539	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$51,094	$48,996	$51,120	$48,638
Professional Support	$53,856	$54,111	$55,177	$57,045
Campus Administration (School Leadership)	$69,300	$68,985	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	8.0	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$3,968,666	100.0%	$6,938	$4,562,232	100.0%	$7,976	$155,654,932	100.0%	$6,692
Instruction (11,95)	$2,871,326	72.3%	$5,020	$3,259,424	71.4%	$5,698	$114,759,313	73.7%	$4,934
Instructional-Related Services (12,13)	$163,610	4.1%	$286	$168,309	3.7%	$294	$6,105,823	3.9%	$263
Instructional Leadership (21)	$58,450	1.5%	$102	$58,450	1.3%	$102	$2,326,555	1.5%	$100
School Leadership (23)	$286,820	7.2%	$501	$289,644	6.3%	$506	$10,264,684	6.6%	$441
Support Services-Student (31,32,33)	$271,524	6.8%	$475	$277,805	6.1%	$486	$8,172,102	5.3%	$351
Other Campus Costs (35,36,51,52,53)	$316,936	8.0%	$554	$508,600	11.1%	$889	$14,026,455	9.0%	$603
By Program:									
Total Operating Expenditures	$3,651,730	100.0%	$6,384	$4,049,431	100.0%	$7,079	$140,746,349	100.0%	$6,051
Bilingual/ESL Education (25)	$183,144	5.0%	$320	$183,144	4.5%	$320	$17,140,356	12.2%	$737
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$5,551	0.0%	$0
Accelerated Education (24,30)	$115,283	3.2%	$202	$505,529	12.5%	$884	$20,447,135	14.5%	$879
Gifted & Talented Education (21)	$52,966	1.5%	$93	$52,966	1.3%	$93	$975,170	0.7%	$42
Regular Education (11)	$2,812,445	77.0%	$4,917	$2,812,445	69.5%	$4,917	$81,523,623	57.9%	$3,505
Special Education (23)	$487,892	13.4%	$853	$495,347	12.2%	$866	$20,654,435	14.7%	$888
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$79	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	179	37.4%	36.1%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	14	2.9%	3.6%	8.7%	7.7%
Special Education	51	10.6%	8.1%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	9.2	21.6%	12.1%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	1.1%	3.6%	4.0%
Compensatory Education	5.3	12.3%	3.8%	5.0%	2.9%
Gifted & Talented Education	1.0	2.3%	1.1%	1.7%	1.9%
Regular Education	23.1	54.1%	72.4%	68.0%	73.4%
Special Education	4.2	9.7%	9.5%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% Econ	% Hispanic	% LEP	% Mobility	% Afr_Amer	% White
013901104		THOMAS JEFFERSON EL	BEEVILLE ISD	86.4	83.8	6.5	14.3	1.7	13.4
014906104		FOWLER EL	KILLEEN ISD	86.8	29.6	7.4	36.3	34.8	22.5
015907105		BASKIN ACADEMY	SAN ANTONIO ISD	87.1	87.0	5.1	27.9	4.5	5.6
015907179		HAWTHORNE PK-8 ACADEMY	SAN ANTONIO ISD	87.7	91.2	15.5	13.3	1.3	6.5
015910105		EAST TERRELL HILLS EL	NORTH EAST ISD	87.4	78.1	29.9	26.9	9.3	10.8
015917106		JULIAN C GALLARDO EL	SOUTHSIDE ISD	86.6	94.8	14.9	21.0	1.5	3.2
020905106		JANE LONG EL	BRAZOSPORT ISD	87.2	70.1	20.3	21.1	8.5	18.4
021902113		NAVARRO ELEMENTARY	BRYAN ISD	86.6	59.2	33.2	21.1	17.2	22.4
054902102		LORENZO EL	LORENZO ISD	87.3	78.2	11.7	22.0	3.0	18.8
057903109		FARMERS BRANCH EL	CARROLLTON-FARMERS BRANC	86.4	89.1	44.3	15.0	2.8	6.5
057907101		CENTRAL EL	DUNCANVILLE ISD	87.0	67.3	46.0	19.7	23.4	5.3
057909105		CENTERVILLE EL	GARLAND ISD	86.6	73.0	41.4	20.7	17.9	7.5
057910101		AUSTIN EL	GRAND PRAIRIE ISD	86.6	73.9	44.2	28.2	12.5	11.2
057912108		JOHNSTON EL	IRVING ISD	87.3	69.9	54.6	13.9	14.3	11.6
057912123		JACKIE MAE TOWNSELL EL	IRVING ISD	86.5	63.9	53.2	24.5	21.5	4.5
057914112		TISINGER EL	MESQUITE ISD	86.9	46.4	23.9	25.5	29.6	19.2
061901108	>	RIVERA EL	DENTON ISD	87.1	53.4	37.2	30.0	21.9	21.1
071902116		FANNIN EL	EL PASO ISD	86.3	81.2	23.8	16.1	5.8	10.6
101902107		CARTER ACADEMY	ALDINE ISD	86.6	69.9	50.2	13.4	25.9	1.4
101902118		SAMMONS EL	ALDINE ISD	87.1	81.1	63.3	17.9	11.6	2.2
101905105		CRENSHAW EL	CHANNELVIEW ISD	87.4	80.4	42.5	19.1	1.4	16.3
101910104		GALENA PARK EL	GALENA PARK ISD	86.4	90.5	53.1	15.5	5.7	2.9
101911105		CARVER EL	GOOSE CREEK CISD	87.3	65.2	23.3	30.7	24.3	9.0
101911111		LAMAR EL	GOOSE CREEK CISD	87.3	71.7	31.5	24.1	16.9	10.0
101915118		EILAND EL	KLEIN ISD	86.9	67.1	47.2	18.9	22.0	3.9
101920103		EDGEWOOD EL	SPRING BRANCH ISD	86.7	74.9	67.2	21.8	4.7	7.9
101920117		WOODVIEW EL	SPRING BRANCH ISD	86.8	88.1	68.0	35.3	5.7	4.1
108802103		HORIZON MONTESSORI III	SOUTH TEXAS EDUCATIONAL	86.7	86.0	10.5	14.6	1.4	12.6
110901101		ANTON EL	ANTON ISD	87.6	73.7	4.4	18.2	3.6	21.9
126906101		KEENE EL	KEENE ISD	87.0	36.5	28.1	24.9	3.8	36.3
174904103		FREDONIA EL	NACOGDOCHES ISD	87.1	58.1	37.7	18.1	20.4	19.6
178904124		MENGER EL	CORPUS CHRISTI ISD	87.7	88.5	8.7	32.3	1.7	8.5
220905119		DAGGETT EL	FORT WORTH ISD	87.4	85.8	56.8	21.4	6.1	6.0
220905141		MEADOWBROOK EL	FORT WORTH ISD	87.7	65.0	54.8	28.2	23.3	5.9
220905180		WESTERN HILLS EL	FORT WORTH ISD	86.6	36.4	35.2	37.1	32.3	28.1
220917101		A V CATO EL	CASTLEBERRY ISD	87.4	75.3	42.1	13.3	1.1	22.8
226903116		REAGAN EL	SAN ANGELO ISD	86.6	83.2	20.1	21.4	4.5	12.0
227904111		COPPERFIELD EL	PFLUGERVILLE ISD	87.4	75.9	54.7	15.1	12.8	5.9
227910101		POPHAM EL	DEL VALLE ISD	87.2	85.7	38.5	17.4	6.0	6.1
227910111		CREEDMOOR EL	DEL VALLE ISD	87.4	87.7	49.2	18.1	1.6	9.9
239901101		ALTON EL	BRENHAM ISD	87.8	36.3	19.8	18.5	37.6	24.6
		Group Average		87.0	72.3	37.8	21.9	13.3	10.8

*** Order of columns will vary on lists for other campuses ***

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
THOMAS JEFFERSON EL	157	601	659	79	58	Q1	157	589	656	71	67	Q2
FOWLER EL	64	623	665	104	42	Q3	63	608	661	81	53	Q3
BASKIN ACADEMY	143	648	690	77	42	Q3	144	629	688	97	59	Q2
HAWTHORNE PK-8 ACADE	282	675	718	69	43	Q2	280	654	701	62	48	Q3
EAST TERRELL HILLS E	146	610	656	71	46	Q2	146	576	623	66	47	Q4
JULIAN C GALLARDO EL	66	586	613	88	27	Q4	65	542	625	87	83	Q1
JANE LONG EL	72	629	642	108	13	Q4	72	576	599	31	23	Q4
NAVARRO ELEMENTARY	148	627	668	99	41	Q3	143	594	678	92	84	Q1
LORENZO EL	62	623	665	64	43	Q2	62	578	650	96	72	Q1
FARMERS BRANCH EL	127	626	663	88	37	Q3	129	665	721	154	56	Q3
CENTRAL EL	82	647	651	33	4	Q4	82	600	620	44	20	Q4
CENTERVILLE EL	92	626	676	53	50	Q1	92	603	685	97	82	Q1
AUSTIN EL	108	627	670	101	44	Q2	103	626	681	103	55	Q3
JOHNSTON EL	141	622	651	90	29	Q4	145	610	657	72	47	Q4
JACKIE MAE TOWNSELL	190	640	679	85	39	Q3	197	606	683	75	76	Q1
TISINGER EL	208	620	663	113	43	Q2	207	605	662	97	57	Q3
> RIVERA EL	95	615	667	94	53	Q1	95	604	684	101	80	Q1
FANNIN EL	146	630	689	135	59	Q1	146	617	683	90	66	Q2
CARTER ACADEMY	139	608	643	62	35	Q3	146	563	670	117	106	Q1
SAMMONS EL	59	643	683	68	40	Q3	60	603	712	95	109	Q1
CRENSHAW EL	165	610	652	116	42	Q3	165	605	674	85	69	Q1
GALENA PARK EL	145	612	641	77	29	Q4	145	630	674	134	44	Q4
CARVER EL	202	613	656	106	43	Q2	202	615	671	116	57	Q3
LAMAR EL	190	616	649	83	33	Q4	189	587	637	74	50	Q3
EILAND EL	154	603	657	77	54	Q1	167	594	640	87	46	Q4
EDGEWOOD EL	135	602	628	80	26	Q4	134	606	671	84	65	Q2
WOODVIEW EL	124	601	644	74	43	Q2	125	602	658	97	56	Q3
HORIZON MONTESSORI I	25	643	620	40	-23	Q4	26	591	580	46	-12	Q4
ANTON EL	43	582	656	92	74	Q1	43	608	666	99	58	Q2
KEENE EL	95	627	664	58	36	Q3	95	621	668	76	47	Q4
FREDONIA EL	138	570	638	92	68	Q1	143	581	643	117	61	Q2
MENGER EL	98	603	658	104	55	Q1	97	579	673	115	94	Q1
DAGGETT EL	120	603	655	103	52	Q1	122	608	661	65	53	Q3
MEADOWBROOK EL	141	614	640	83	26	Q4	177	620	661	40	41	Q4
WESTERN HILLS EL	290	594	647	92	53	Q1	292	575	640	69	64	Q2
A V CATO EL	378	625	676	115	50	Q1	380	623	667	81	44	Q4
REAGAN EL	58	634	685	78	50	Q1	58	633	691	87	58	Q2
COPPERFIELD EL	138	626	660	73	34	Q4	126	606	684	123	77	Q1
POPHAM EL	277	599	643	80	45	Q2	276	588	651	76	63	Q2
CREEDMOOR EL	167	600	647	88	47	Q2	168	590	651	85	61	Q2
ALTON EL	71	584	620	108	36	Q3	71	570	635	87	65	Q2
Group Average	136	617	659	89	43	--	138	604	663	84	59	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Tomas Rivera Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Tomas Rivera Elementary School's Mission Statement

Our mission is to do whatever is necessary to help our students achieve academic excellence. We will strive to create a nurturing, child-centered environment where children will become life-learners, readers and writers, will be exposed to global wonders beyond the walls of the school, and will be prepared for the 21st century. We will promote unity, respect for one another and good citizenship. We will create a partnership between the school, the parents and the community to successfully achieve our mission.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Tomas Rivera Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	49	96	35	61	84	33		
3	AA	7	100	43	14	86	29		
3	Hispanic	34	94	32	27	78	30		
3	White	8	100	38	15	87	47		
3	Eco. Dis.	47	96	36	48	81	29		
3	SPED	1			2				
3	LEP C	25	88		19	79	21		
3	LEP M1								
3	LEP M2								
4	All	54	69	13	58	88	29		
4	AA	9	44	0	12	75	25		
4	Hispanic	35	71	14	35	89	29		
4	White	9	89	22	11	100	36		
4	Eco. Dis.	48	69	15	51	88	27		
4	SPED	0			3				
4	LEP C	25	64		21	81	19		
4	LEP M1								
4	LEP M2								
5	All	58	85	24	56	88	34		
5	AA	10	90	30	12	83	25		
5	Hispanic	34	76	15	33	85	33		
5	White	14	100	43	10	100	50		
5	Eco. Dis.	47	81	19	49	90	37		
5	SPED	6	67		4				
5	LEP C	17	59		19	74	11		
5	LEP M1								
5	LEP M2								

Tomas Rivera Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	56	86	5	61	95	20		
4	AA	9	44	0	14	100	36		
4	Hispanic	36	92	6	37	92	11		
4	White	10	100	10	10	100	30		
4	Eco. Dis.	50	86	4	54	94	15		
4	SPED	1			4				
4	LEP C	26	92		21	86	10		
4	LEP M1								
4	LEP M2								

Tomas Rivera Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	50	74	14	56	91	23		
3	AA	7	71	14	14	79	7		
3	Hispanic	35	77	17	22	100	27		
3	White	8	63	0	15	93	27		
3	Eco. Dis.	48	73	15	43	88	21		
3	SPED	2			2				
3	LEP C	26	77		14	100	36		
3	LEP M1								
3	LEP M2								
4	All	55	82	29	57	95	37		
4	AA	9	44	0	13	100	31		
4	Hispanic	35	89	31	33	91	48		
4	White	10	90	50	11	100	9		
4	Eco. Dis.	49	82	27	50	94	36		
4	SPED	2			1				
4	LEP C	25	80		21	90	43		
4	LEP M1								
4	LEP M2								
5	All	63	94	49	58	93	36		
5	AA	10	100	60	12	83	17		
5	Hispanic	36	92	44	35	97	40		
5	White	17	94	53	10	90	50		
5	Eco. Dis.	52	92	44	51	92	37		
5	SPED	7	86		5	80	20		
5	LEP C	17	82		21	100	19		
5	LEP M1								
5	LEP M2								

Tomas Rivera Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	62	90	45	57	89	47		
5	AA	10	90	30	12	75	33		
5	Hispanic	36	86	35	34	91	47		
5	White	16	100	79	10	100	70		
5	Eco. Dis.	50	88	38	50	90	46		
5	SPED	6	83		4				
5	LEP C	17	71		20	85	30		
5	LEP M1								
5	LEP M2								

Tomas Rivera Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Tomas Rivera Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- PEIMS Report
- 2009-2010 AEIS Report
- PEIMS Report

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Mobility Rate is decreasing
- Stability Rate is rising

Needs

- AA underrepresented in GT
- AA overrepresented in SPED
- High Hisp/Lat in SPED
- More males, than females in SPED in all ethnic groups
- Low numbers overall in GT
- School enrollment is decreasing

Summary of Needs

- Need more AA's in GT
- Ensure SPED referrals are based on "need"
- Regularly use AWARE to document student progress
- Comply with RtI procedures, documentation, and intervention timelines
- Advocate to increase GT numbers
- Design a way to attract families to Rivera

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- TAKS Scores
- Kathy Richardson Assessments
- TELPAS Results
- Rigby Reading Levels
- SRI Levels and Growth
- Benchmark Scores
- Math and Reading Intervention Data
- ELI/SELI Results

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Effectiveness of Success Time
- Teachers and Specialists working
- together to make data-driven decisions
- Significant school-wide improvement
- Most students received catered support
- Many hours of extra tutoring time

Needs

- A higher percentage of males failed the math TAKS than females.
- Better definition of "at risk" in the Fall
- Benchmark new students
- Earlier intervention support
- Math and Reading intervention for second grade.

Summary of Needs

- Improve scheduling of supportive personnel for SUCCESS Time
- Include students who barely passed with a 75 or below in the "at risk" list & begin reading and math interventions immediately at the beg of the year
- Support SPED students going into 5th grade next year in math
- Target male students in grades 3-5 in math
- Continue to work with the AA group in math to maintain Recognized status and improve Commended rates
- Higher accountability system for non-TAKS grades to increase improvement rates
- Provide extra support for 1st and 2nd (math) and 4th (reading) for 2011-2012

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Campus Websites (Q2, Q4)
- Teacher Survey, December 2010 (Q2, Q8)
- Informal Survey (Q2)
- Office Discipline Referral forms (Q4)
- Family Survey (Q4)
- Classroom Walkthrough, Informal Observations and Teacher Consultations (Q4, Q8)
- 2010 campus AEIS report to compare with current TAKS scores (Q8)
- Current ELI/SELI, Kathy Richardson scores (Q8)

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Staff believe they share the same vision, even though they cannot articulate it
- CHAMPS has been implemented and found effective in public places
- Staff feel student discipline is fair, consistent and they are supported by administrators
- Families feel teachers reinforce appropriate behavior and students are treated fairly
- Fifteen students constitute 54% of ODR's.
- CHAMPS is very effective with our students

Needs

- Mission/Vision statements which are concise and easy to teach and remember
- Consistent, routine exposure to the mission/vision statements for staff, students
- Regular review of what behaviors necessitate an Office Discipline Referral (ODR)
- Routine review of ODR's in order to respond more quickly to pockets of problems
- Context of the behavior is not well documented on ODR's
- Consistant, standardized documentation of misbehaviors across classes in grade
- Transition CHAMPS to other areas to increase learning time
- Inservice regular substitutes on CHAMPS procedures in the building

Summary of Needs

- Directly teach, review concise Mission and Vision statements throughout the year
- Conduct staff dev - related to behavioral expectations, intervention, documentation
- Evaluate the need for context on ODR's in order to address antecedents and reinforcers
- Review class/grade misbehavior forms, ODR's regularly to address repetitive behaviors
- Need standardized documentation of misbehaviors across classes in grade levels
- Create and utilize CHAMPS for all transitions, especially Success Time
- Inservice regular substitutes on CHAMPS to reduce disruption in students' routines

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- AEIS Reports - over the last 3 years
- Staff Lists - past & present
- Aesop - Staff Attendance Reports
- HR Employee Recommendations
- HR NCLB Report
- PLC Learning Logs

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- The majority of the staff is experienced
- Rivera does not have a high turn-over rate.
- Assigned mentors for new teachers

Needs

- In order to continue to grow, we need to retain our teachers/"new" hires
- Staff Development - Continue to build our PLCs
- Staff Development - Common Assessments

Summary of Needs

- Find a way to retain our teachers/"new" hires for continual improvement
- Develop a way to attract the best teachers to Rivera
- Staff Development to continue to build our PLCs
- Staff Development - Common Assessments

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- Common Assessments
- Benchmarks
- TAKS data
- Formative Assessments
- Summative Assessments

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Collaboration & Planning
- Targeted Instruction & Interventions
- Assessment & Data

Needs

- Horizontal & Vertical Alignment
- Training & Development (content specific)
- Assessment & Data (Informed Decision)

Summary of Needs

- Need to align grades horizontally and vertically
- Need for content specific training and staff development
- Make informed decisions using benchmark assessments and other data

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- Self-report (Mrs. Nieves, dyslexia)
- Self-report (Mrs. W. Thomas, speech)
- Self-report (Mrs. Mendoza, math spec.)
- Self-report (Reading Specialists)
- Rivera Parent Survey 2010-11
- Parent Sign-in sheets -- Practical ParentingEducation
- Rivera Teacher Survey
- Self-report (2nd grade teacher/team leader)
- Self-report (Kinder. teacher/team leader)
- Self-report (Miss Darling, Special Education/Inclusion Teacher)

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- communication with parents
- sensitivity to diversity
- supportive atmosphere for students
- positive student behaviors valued
- positive atmosphere for teachers

Needs

- ways to get parents more involved without pressuring them.
- More phone calls/personal contact with parents

Summary of Needs

- Understand "why?" and "how?" we can get parents more involved
- Use the forms of communication that reach the most parents most often
- Continue to review parents' two most preferred forms of communication

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- Master Schedule
- Rivera Calendar
- TAKS Test Scores
- Kathy Richardson Scores
- SELI/ELI Scores
- TELPAS Scores
- Parent Survey
- Teacher Survey
- Student Survey

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- common planning for grade levels
- Core PLCs
- Power PLCs
- Parent satisfaction
- Staff morale
- General Education test scores
- Science Commended Rates
- Success Time (Intervention time) at all levels
- ELI/SELI scores

Needs

- Support for Special Education Students
- Special Education case load adjustments
- African American Test scores
- Writing Commended rates
- Consistent Success Times with necessary support staff
- Venue for parents/students to be heard
- Sensitivity Training for teachers (tone of voice/e-mails)

Summary of Needs

- Address Special Education Scheduling and Staffing
- Target for Improvement African American Test Scores
- Target for Improvement Special Education Test Scores
- Increase Writing Commended Rates
- Maintain consistent Success Times (Intervention times) with necessary support staff
- Need a formal venue for parents/students to express opinions
- Need sensitivity Training for teachers (tone of voice/e-mails)

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- STaR Chart

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Infrastructure for technology
- Leadership, Administration, and Instructional Support
- Distance Learning Capacity
- Internet Access Connectivity Speed

Needs

- Professional development
- Content area connections
- Online learning
- Capabilities of educators
- Patterns of classroom use
- Students per computer

Summary of Needs

- Clear need for professional development opportunities so teachers can learn how to implement the technology currently available to them
- Teachers need more opportunities to explore how technology is integrated in the classroom with specific lessons according to their needs
- Even when our infrastructure is great, more class computers are needed

Comprehensive Needs Assessment Summary of Priority Needs
Tomas Rivera Elementary

Demographics:

Need more AA's in GT
Ensure SPED referrals are based on "need"
Regularly use AWARE to document student progress
Comply with RtI procedures, documentation, and intervention timelines
Advocate to increase GT numbers
Design a way to attract families to Rivera

Student Achievement:

Improve scheduling of supportive personnel for SUCCESS Time
Include students who barely passed with a 75 or below in the "at risk" list & begin reading and math interventions immediately at the beg of the year
Support SPED students going into 5th grade next year in math
Target male students in grades 3-5 in math
Continue to work with the AA group in math to maintain Recognized status and improve Commended rates

Higher accountability system for non-TAKS grades to increase improvement rates

Provide extra support for 1st and 2nd (math) and 4th (reading) for 2011-2012

School Culture and Climate:

Directly teach, review concise Mission and Vision statements throughout the year
Conduct staff dev - related to behavioral expectations, intervention, documentation
Evaluate the need for context on ODR's in order to address antecedents and reinforcers
Review class/grade misbehavior forms, ODR's regularly to address repetitive behaviors
Need standardized documentation of misbehaviors across classes in grade levels
Create and utilize CHAMPS for all transitions, especially Success Time
Inservice regular substitutes on CHAMPS to reduce disruption in students' routines

Teacher Quality:

Find a way to retain our teachers/"new" hires for continual improvement
Develop a way to attract the best teachers to Rivera
Staff Development to continue to build our PLCs
Staff Development - Common Assessments

Curriculum, Instruction and Assessment:

Need to align grades horizontally and vertically
Need for content specific training and staff development
Make informed decisions using benchmark assessments and other data

Family and Community Involvement:

Understand "why?" and "how?" we can get parents more involved
Use the forms of communication that reach the most parents most often
Continue to review parents' two most preferred forms of communication

School Content and Organization:
Address Special Education Scheduling and Staffing
Target for Improvement African American Test Scores
Target for Improvement Special Education Test Scores
Increase Writing Commended Rates
Maintain consistent Success Times (Intervention times) with necessary support staff
Need a formal venue for parents/students to express opinions
Need sensitivity Training for teachers (tone of voice/e-mails)

Technology:
Clear need for professional development opportunities so teachers can learn how to implement the technology currently available to them
Teachers need more opportunities to explore how technology is integrated in the classroom with specific lessons according to their needs
Even when our infrastructure is great, more class computers are needed

Board Summary
Campus Improvement Plans
2011-12

Tomas Rivera Elementary School

Wildy Important Goals for 2011-12
WIG 1: Wildly Important Goal: INSTRUCTION By May 2012, all Rivera teachers will move from teaching at the Bloom's remembering, understanding, and applying level to teaching at the Bloom's analyzing, evaluating, and creating level 90% of the time as measured by formal and informal classroom observations and walkthroughs. By May 2012, 100% of the Tomas Rivera Elementary teachers and staff will be working interdependently to increase the school wide targeted intervention/enrichment time from 3 times per week to 5 times per week (150 minutes) to address the academic needs of each and every Rivera student as measured by SUCCESS Time logs.
WIG 2: Wildly Important Goal: PROFESSIONAL LEARNING COMMUNITY To improve student achievement, our staff will address learning as our fundamental purpose by moving from the Implementing to Developing stage as evidenced by the Professional Learning Communities at Work Continuum by May 2012. In order to promote student learning and improved achievement, the Grade Level/Team POWER Professional Learning Community (PLC) meeting time will increase from 90 minutes (1 1/2 hour) to 180 minutes (3 hours) as measured by the PLC sign in logs, notes, and minutes by May 2012.
WIG 3: Wildly Important Goal - ENVIRONMENT In order to provide a positive, consistent, and structured environment which promotes active, engaged learning, we will decrese student discipline referrals from 206 in 2010-2011 to 150 in 2011-2012 by requiring that 100% of teachers use and teach CHAMPS expectations in the classroom.
WIG 4: Wildly Important Goal: COMMON ASSESSMENTS Teachers will collaborate in their PLCs to write and administer one common assessment each semester in Aware to measure essential standards. They will move from 0 common assessments in Aware to one common assessment per grade level per semester in Aware by May 2012. This will improve the depth and rigor of classroom instruction while also enabling teachers and administrators to disaggregate student data efficiently.
WIG 5: Wildly Important Goal: PARENT & COMMUNITY INVOLVEMENT In order to improve relationships among the Rivera learning community, we will increase parent and community involvement at Rivera Elementary from 2,053 volunteer hours to 3,000 volunteer hours per school year.

Campus Improvement Plan
Tomas Rivera Elementary School

WIG 1

Wildly Important Goal: INSTRUCTION

By May 2012, all Rivera teachers will move from teaching at the Bloom's remembering, understanding, and applying level to teaching at the Bloom's analyzing, evaluating, and creating level 90% of the time as measured by formal and informal classroom observations and walkthroughs.

By May 2012, 100% of the Tomas Rivera Elementary teachers and staff will be working interdependently to increase the school wide targeted intervention/enrichment time from 3 times per week to 5 times per week (150 minutes) to address the academic needs of each and every Rivera student as measured by SUCCESS Time logs.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue daily school wide intervention/enrichment (SUCCESS) time to offer small group, targeted intervention/enrichment to all Rivera students **Person(s) Responsible:** All Staff **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time = 40 minutes per day per team Budget for Instructional Materials	[X]	[ ]		Intervention/ Enrichment Student Lists, AWARE Notes	Benchmark Data, Common Assessments, ELI/SELI MOY & EOY scores, EnVisions Math mid-year & end-of-year results, Kathy Richardsonand	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
High-quality training and staff development will be provided to all teachers addressing higher level and critical thinking skills, best practices, student engagement, differentiated instruction, and providing more rigor and depth in the classroom **Person(s) Responsible:** Principal, Assistant, Curriculum Administrator, Reading & Math Specialists, and the District Curriculum Dept. **Completion Date:** Sept.- May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Budget for instructional resources, materials, and trainings	[X]	[ ]		Documentation of Registration, Sign-In Sheets, Hand-outs	Benchmark Data, Common Assessments, ELI/SELI MOY & EOY scores, EnVisions Math mid-year & end-of-year results, and Kathy Richardson	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide content specific instructional resources and materials (i.e. learning games, manipulatives, videos, supplies, software, and books, etc.) that support learning **Person(s) Responsible:** Principal, Assistant, Curriculum Coordinator **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Budget for instructional games, manipulatives, books, videos, and supplies ($2,000)	[X]	[ ]		Lesson plans, Classroom Observations	Benchmark Data, Common Assessments, ELI/SELI MOY & EOY scores, EnVisions Math mid-year & end-of-year results, and Kathy Richardson	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Math, Reading, and Curriculum Specialists will act as resources to and will provide modeling, training, in-class support, consultation, and materials to teachers on a regular basis and parents as necessary **Person(s) Responsible:** Math, Reading, and Curriculum Specialists Principal **Completion Date:** Aug. - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time $for instructional materials	[X]	[ ]		Lesson Plans, Specialists' Notes, Classroom Observations/Walk-throughs, Notes in AWARE	Benchmark Data, Common Assessments, ELI/SELI MOY & EOY scores, EnVisions Math mid-year & end-of-year results, and Kathy Richardson	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continued use of the following to promote critical thinking skills, utilize best practices, and provide depth in lesson planning. Write from the Beginning Comprehension Toolkit Thinking Maps Investigations UPS Check Non-fiction Text Word Walls Guided Reading **Person(s) Responsible:** Classroom Teachers **Completion Date:** Sept. - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$to order additional materials as needed	[X]	[ ]		Lesson Plans, Classroom Observations	Benchmark Data, Common Assessments, ELI/SELI MOY & EOY scores, EnVisions Math mid-year & end-of-year results, and Kathy Richardson	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue the use of ClassWorks and other software at all grade levels to support the Math, Reading, and Science curriculum **Person(s) Responsible:** Campus Instructional Technologist, Curriculum Administrator, Classroom Teachers **Completion Date:** Oct. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$to purchase additional software as needed ($300)	[X]	[ ]		Computer Lab Teacher Schedule Lesson Plans	Observations, Walkthroughs, & ClassWorks reports	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to support at-risk Kinder - 2nd grade students by providing a Reading Recovery and Descubriendo la Lectura (DLL) teacher to provide literacy groups and individualized intervention to students. The Reading Recovery/DLL teacher will also provide consultation, modeling, lesson planning, and in-class support to teachers. **Person(s) Responsible:** Reading Recovery & DLL Teachers, Principal **Completion Date:** Aug, - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	K-2 Lit Groups Salary = $29,709 (.5 FTE = SCE) Reading Recovery & DLL = district funded Title positions	[ ]	[X]	.5	Classroom Observations, Running Records, Notes in AWARE	ELI/SELI middle and end-of-year results, Surveys, Reading Recovery growth graphs, and Progress notes	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to provide a 3-5 Reading Interventionist in order to provide targeted and specific small group reading interventions in grades 3-5, The Reading Interventionist will also provide lesson modeling, in-class support, consultation, and lesson planning assistance to teachers. **Person(s) Responsible:** Reading Interventionist, Principal **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Budget for Salary: Rdg. Int. Salary = $71,522 (.5 FTE = SCE + .5 Title I = 1 Full-time)	[X]	[X]	1	Lesson Plans, Walk-throughs/ Observations Notes in AWARE	Running Records, Benchmark data, Common Assessment scores	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to provide a Math Specialist to provide targeted interventions to grades K-5 students and to provide training, lesson planning assistance, modeling, and instructional materials to teachers. **Person(s) Responsible:** Math Specialist, Principal **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Budget for Salary: 1/2 SCE (.5 FTE) = $31,588 1/2 Title (.5 FTE) = $31,588	[X]	[X]	1	Lesson Plans, Walk-throughs/ Observations, Notes in AWARE	EnVisions Post Test, Kathy Richardson Common Assessment results	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to provide a Curriculum Administrator to develop curricula, select instructional materials, train teachers, and assess educational programs for quality and make recommendatios as needed; Also, find ways to use technology to enhance student learning, disaggregate data, create common assessments and educational plans, and provide materials and activities to support the home-school connection. **Person(s) Responsible:** Principal, Curriculum Administrator **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Budget for Salary $58,583	[ ]	[X]		Walk-throughs Ovservations Notes in AWARE	Benchmark Data, Common Assessments, ELI/SELI MOY & EOY scores, EnVisions Math mid-year & end-of-year results, and Kathy Richardson	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide Solution Tree and other training and staff development to teachers on the topics of Creating Common Assessments, RtI, Differentiated Instruction, Highly Engaged Classrooms, Writer's & Reader's Workshop **Person(s) Responsible:** Principal, Assistant, Curriculum Coordinator, District Curriculum Dept., Math & Reading Specialists **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Budget for training, travel, and Educational Leave Days ($10,000)	[X]	[ ]		Purchase Orders Sign-In Sheets Hand-Outs	Common Assessment Data, Observrvations/ Walk-throughs	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continued use of the Inclusion model to provide equal access to the core curriculum, increased high expectations, and rigor and depth in the classroom. **Person(s) Responsible:** Principal, Inclusion & Classroom Teachers **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time, Training , and Lesson Planning	[X]	[ ]		Student IEPs, Lesson Planning, Walk-throughs & Observations, Notes in AWARE	Benchmark Data, Common Assessments, ELI/SELI MOY & EOY scores, EnVisions Math mid-year & end-of-year results, Kathy Richardson, and Documentation of IEP Compliance	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [X] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Hire additional tutors to provide systematic, targeted interventions to at-risk students in the areas of Reading, Math, and Science **Person(s) Responsible:** Principal **Completion Date:** Jan. - May **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$for tutors (long-term subs) ($10,000)	[X]	[ ]		Observations/Walk-throughs Time Sheets Notes in AWARE	Benchmark Data, Common Assessments, ELI/SELI MOY & EOY scores, EnVisions Math mid-year & end-of-year results, and Kathy Richardson	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implementation of the 21st Century Grant and continuation of the Communities in Schools (CIS)Program to address the needs of the whole child by providing mentors, homework support, after school tutoring, and resources to promote student success **Person(s) Responsible:** CIS Case Manager, 21st Centursy Grant Coordinator, Principal **Completion Date:** Aug. - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	CIS = $6,000 for 1/2 time program @ Rivera	[X]	[ ]		Daily Sign-In Sheets & Logs, CIS & Grant Monthly Reports, Notes in AWARE	Benchmark Data, Common Assessments, ELI/SELI MOY & EOY scores, EnVisions Math mid-year & end-of-year results, and Kathy Richardson	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to utilize Science notebooks, provide GUYS & GALS, focus on Science vocabulary building wide, increase the use of non-fiction literature in the classroom and students' outdoor learning experiences, and renew Brain POP subscription **Person(s) Responsible:** Principal, Assistant, Curriculum Coordinator **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Brain POP Subscription = $2,000 Budget for supplies and materials	[X]	[ ]		Purchase Orders	Benchmarks Data, Common Assessments	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continued use of Reading Counts & Tumblebooks to encourage reading and build reading comprehension **Person(s) Responsible:** Librarian, Curriculum Administrator **Completion Date:** Aug. - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Tumblebooks Subscription = $300 $for Reading Counts Incentives & the purchase of additional tests	[X]	[ ]		Purchase Orders, Observations, Reading Counts' Planets Wall	Benchmark Data, Common Assessments, ELI/SELI MOY & EOY scores	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continued implementation of Gomez & Gomez principles in our one-way Dual Language Program (K-1) **Person(s) Responsible:** Kinder & 1st Grade Teachers, Principal, Curriculu Administrator **Completion Date:** Aug. - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Observations/Walk-throughs, Lesson Plans	Gomez & Gomez observation and evaluation, SELI & Kathy Richardson scores	[ ] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to attend job fairs to seek and attract highly qualified, Q1 & 2 teachers from diverse backgrounds **Person(s) Responsible:** Principal **Completion Date:** Aug. - July **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	SearchSoft, Resumes, Travel to Job Fairs	[X]	[ ]		Resume Collection, Educational Leave	Benchmark Scores, Surveys	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide quality staff development that encourages the use of technology in the classroom to enhance teaching and learning and promote and encourage student engagement **Person(s) Responsible:** Principal, Assistant, Curriculum Administrator, Instructional Technologist **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$to update building technology	[X]	[ ]		Training Agendas, Computer Lab Schedule, Lesson Plans	STaR Chart, Surveys	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Recruit professional, degreed parent and community volunteers to provide academic support to students and participate in campus activities **Person(s) Responsible:** Principal, Assistant, CIS Coordinator **Completion Date:** Aug. - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time	[ ]	[ ]		Volunteer Logs, Notes in AWARE	Discipline Referrals, Benchmark Scores, Surveys	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Tomas Rivera Elementary School

WIG 2

Wildly Important Goal: PROFESSIONAL LEARNING COMMUNITY

To improve student achievement, our staff will address learning as our fundamental purpose by moving from the Implementing to Developing stage as evidenced by the Professional Learning Communities at Work Continuum by May 2012.

In order to promote student learning and improved achievement, the Grade Level/Team POWER Professional Learning Community (PLC) meeting time will increase from 90 minutes (1 1/2 hour) to 180 minutes (3 hours) as measured by the PLC sign in logs, notes, and minutes by May 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continued implementation of Professional Learning Communities to increase knowledge of curriculum, assessments, data, and interventions **Person(s) Responsible:** Administration All Staff **Completion Date:** Sept.- May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time	[ ]	[ ]		PLC meeting minutes SMART Goals	ELI/SELI, Kathy Richardson, Benchmark, and Common Assessment data	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Send teams of teachers to the Solution Tree's PLC Institute and other conferences/workshops focused on the Professional Learning Community, Differentiated Instruction, Response to Intervention, Providing Rigor in the Classroom, and Common Assessments **Person(s) Responsible:** Principal **Completion Date:** Aug. - March **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$10,000 (Budget for conferences/ workshops)	[X]	[ ]		Registration Handouts Observations/Walk-throughs	PLC Continuum, Benchmark Data,& Common Assessment scores	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue implementation of content: Reading, Math, Science, & Writing (CORE) POWER Grade Level/Team, and CHAMPS PLCs to support the mission, vision, and values of the campus **Person(s) Responsible:** Principal, Assistant, Curriculum Administrator, All Staff **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time	[ ]	[ ]		SMART Goals, Meeting Minutes	Write From the Beginning Rubrics, Kathy Richardson, EnVisions Post-Test, Common Assessments, Benchmark and ELI/SELI EOY	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Data Days will be implemented for all core subjects at all grade levels to identify students' weaknesses and focus instruction **Person(s) Responsible:** Principal, Assistant, & Curriculum Administrator **Completion Date:** November 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$for Subs ($1,500)	[X]	[ ]		Agenda, Sign-In Sheets	Data Boards, "At-Risk" Lists	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Hold PLC meetings to analyze data, identify essential learning targets, and create common assessments CORE (Content Specific) PLCs - one time per month POWER (Grade Level/Team) PLCs - 90 min. one time per six weeks **Person(s) Responsible:** All Staff **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time & Funds for Training/Staff Development = Common Assessments & Essential Learning	[X]	[ ]		Meeting Minutes, SMART Goals	Common Assessments, Benchmark Data, Lessoon Plans	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To teach, coach, and promote the PLC professional development of my teachers through professional learning, such as school wide book studies, workshops, training manuals, and videos, etc. in the areas of common assessments, intervention/enrichment, best practices, and curriculum development **Person(s) Responsible:** Principal, Assistant, & Curriculum Administrator **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Money for books, videos, and training materials ($1,500)	[X]	[ ]		Training Agendas & Handouts	Surveys, Training Sign-In Sheets,	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide time for reflection as an important part of improving practice and time for teachers to work, plan, think , and discuss **Person(s) Responsible:** Principal **Completion Date:** October 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$for Subs ($1,500)	[X]	[ ]		Sign-In Sheet	Meeting Minutes	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide team building workshops for both staff and students **Person(s) Responsible:** Principal, Assistant, Curriculum Administrator, Counselors **Completion Date:** Jan. - April 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$for workshops and consultants	[X]	[ ]		Registration Form	Purchase Order	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide training to staff in order to build strong learning communities that are data informed, standards-driven, and focused on improving instruction, equity, and getting results **Person(s) Responsible:** Principal, Assistant, & Curriculum Administrator **Completion Date:** Aug. - Dec. 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$3,500 (Budget for conferences/ workshops)	[X]	[ ]		Eduphoria Registration	Surveys, Training Notes	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Team PLC and Response to Intervention (RtI) Committee will meet regularly to discuss and develop academic and behavioral plans for at-risk students **Person(s) Responsible:** Administration **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time	[ ]	[ ]		Meeting Agendas	AWARE Notes, Meeting Minutes	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Form an Action Committee to provide surveys, look at campus needs, and develop a plan to improve the school's climate and learning environment **Person(s) Responsible:** Principal & Assistant **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time	[ ]	[ ]		Meeting Agenda	Surveys, Meeting Notes	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Tomas Rivera Elementary School

WIG 3

Wildly Important Goal - ENVIRONMENT

In order to provide a positive, consistent, and structured environment which promotes active, engaged learning, we will decrese student discipline referrals from 206 in 2010-2011 to 150 in 2011-2012 by requiring that 100% of teachers use and teach CHAMPS expectations in the classroom.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to provide an Intervention/Prevention "At Risk" Counselor to support students and teachers in grades K-5 in order to provide a positive, safe, structured, "bully-free & drug-free" environment **Person(s) Responsible:** Principal, At-Risk Counselor **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Budget for Salary: $60,976	[ ]	[X]	1	Teacher Reports, Observations, Training and Meeting Agendas & Sign-In Sheets	Surveys, Counselor Reports, Notes in AWARE	[X] CNA [X] RS [ ] IHQ [X] OPD [X] AHQ [X] PI [X] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Train all teachers in CHAMPS throughout the 2011-2012 school year Staff will be trained in proactive, positive behavioral techniques through CHAMPS and in the campus Bully Busters **Person(s) Responsible:** Administration Counselors CHAMPS PLC **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time during faculty meetings Money for Region or Safe & Civil Schools Training Money for CHAMPS books	[X]	[ ]		Meeting Agendas Sign-in sheets	Reduced Referrals rate	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide specialized training for teachers who submit more than 3 referrals in a semester **Person(s) Responsible:** At-Risk Counselor Administration **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time for training Money for Region or Safe & Civil Schools Training Money for CHAMPS books	[X]	[ ]		Meeting Agendas Sign-in sheets	Surveys, Reduced referral rates	[X] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Publish and post CHAMPS expectations throughout the school **Person(s) Responsible:** CHAMPS PLC Members **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Cost of publication	[ ]	[ ]		Signs posted	Reduced referral rates; Increase in student awareness of CHAMPS guidelines	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide behavioral interventions for students who receive multiple referrals in a semester **Person(s) Responsible:** Administration Counselors **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time Counselor	[ ]	[ ]		Schedules Counselor Notes	Decrease in referrals and repeat offenders	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Recreate the discipline referral to more closely align with the CHAMPS goals **Person(s) Responsible:** CHAMPS PLC Administration **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time CHAMPS Books	[ ]	[ ]		New referral	Parent surveys/response; Less time spent on writing/ reviewing referrals	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collect and analyze discipline referral data **Person(s) Responsible:** Assistant Principal Counselors CHAMPS PLC **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Computer Data-analysis software	[ ]	[ ]		Document analyzing data	Discussion notes; Meeting agendas; Document of data; plan for following year	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Organize and implement Star Safety Squad for fifth grade students to patrol and enforce CHAMPS expectations in common areas of the school **Person(s) Responsible:** Assistant Principal CHAMPS PLC **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Vests/t-shirts for students; signs for students; letters to be sent home	[ ]	[ ]		Student participation rates in Safety Squad; Surveys of students regarding school safety	Decrease in referral rates; Increase in responsibility of fifth grade students	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to provide student service-learning opportunities and clubs, such as StarWorks and Student Council, to enrich the learning experience, teach civic responsibility, and strengthen the school community **Person(s) Responsible:** Counselors, Student Council **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	In-school Jobs for Students	[ ]	[ ]		Worker Request Forms, Sign In Sheets, Meeting Agendas, Volunteer Hours	Discipline Referrals, Surveys	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continued use of a therapy dog, "Max" as a tool to assist in the teaching of social skills, helping students cope with grief or personal crisis, improving academics, and behavior control **Person(s) Responsible:** Counselors, Principal **Completion Date:** Sept. - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	"Max" the Dog	[ ]	[ ]		Counselor Logs	Surveys	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue the WATCH Dads of Great Students (D.O.G.S.) program on campus to promote a greater sense of security on campus and create an environment conducive to learning **Person(s) Responsible:** Counselors, Principal **Completion Date:** Sept. - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$for Kick-Off and Flyers	[ ]	[ ]		Meeting Agendas Volunteer Sign-In Sheets	Surveys Volunteer Clock Hours	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Tomas Rivera Elementary School

WIG 4

Wildly Important Goal: COMMON ASSESSMENTS

Teachers will collaborate in their PLCs to write and administer one common assessment each semester in Aware to measure essential standards. They will move from 0 common assessments in Aware to one common assessment per grade level per semester in Aware by May 2012. This will improve the depth and rigor of classroom instruction while also enabling teachers and administrators to disaggregate student data efficiently.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide appropriate training for teachers to write common assessments and put them into AWARE **Person(s) Responsible:** Administration Reading Interventionist Math Interventionist Technology--Aware Trainers **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time for planning Money for trainings, books, workshops, and supplies	[X]	[ ]		PLC Agendas Training attendance sheets Plans of interventionists Common Assessments in Aware	Group discussions Eduphoria Surveys District Benchmark Scores Scores on Common Assessments	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide appropriate resources to administer tests in AWARE **Person(s) Responsible:** Principal **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Money for technology--scanners, printers, computers, etc.	[X]	[ ]		Common Assessments are in Aware	District Benchmark Scores Scores on Common Assessments	[X] CNA [ ] RS [ ] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Increase the rigor and depth of all academic instruction **Person(s) Responsible:** Administration Math Interventionist Reading Interventionist All Teachers **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Training $for instructional materials: books, games, technology, etc.	[X]	[ ]		PLC agendas Common Assessments Classroom Observations	Meeting minutes Parent surveys Student surveys	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Strengthen learning communities within and beyond the school Bring community personnel into the school to enhance the curriculum and learning tasks for students **Person(s) Responsible:** Principal CIS Coordinator Assistant Principal Curriculum Coordinator **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Flyers Postcards Personal Communication Printing Costs	[ ]	[ ]		Volunteer Log-Ins sheets & applications CIS records	Volunteer hours	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Tomas Rivera Elementary School

WIG 5

Wildly Important Goal: PARENT & COMMUNITY INVOLVEMENT

In order to improve relationships among the Rivera learning community, we will increase parent and community involvement at Rivera Elementary from 2,053 volunteer hours to 3,000 volunteer hours per school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Recruit mentors and volunteers to work with students who are at-risk either academically or behaviorally **Person(s) Responsible:** All staff **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Videos presenting Rivera in a positive manner. Recruiting cards indicating needs at Rivera.	[X]	[ ]		Products: videos, cards, flyers, letters, etc.	Increase in volunteers at Rivera	[X] CNA [X] RS [ ] IHQ [ ] OPD [X] AHQ [X] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Identify a community business willing to partner with Rivera Elementary to provide incentives, tutorial and mentoring assistance **Person(s) Responsible:** Administration **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time Networking/Relationships	[ ]	[ ]		An effective partnership	Increase in community support for Rivera	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase the number of opportunities for parents, teachers, and students to interact socially and academically through events such as Math, Literacy, and Science Nights and Fall Festival **Person(s) Responsible:** Core PLCs Administration Counselors **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Food for snacks Childcare Learning activities/games sound system for cafeteria	[X]	[ ]		Sign-in sheets; Schedules; Calendar; Agendas; planning sheets	Increase in number of involved parents; Decrease in parent complaints	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide at least 3 culturally-relevant events that promote cultural diversity in which school community members assist with planning and participation **Person(s) Responsible:** Administration PTA Black History Month Committee Dual Language Committee **Completion Date:** Aug. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Food for snacks sound system for cafeteria facility decorations flyers for advertising/recruiting	[ ]	[ ]		meeting agendas/sign-in sheets; events	increase in community members involved in the events; sign-in sheets	[X] CNA [X] RS [ ] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide Practical Parenting Education, Community Support Programs (such as CIS), book studies, homework packets, and informational materials to increase the participation of parents in students' educational experience **Person(s) Responsible:** Counselors, Administration, CIS Case Manager **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$for supplies, books, and materials	[X]	[ ]		Meeting Agendas, Hand-Outs, and Sign-In Sheets	Surveys	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Positive notes and grade level newsletters will be sent and phone calls made to parents a minimum of one time per week **Person(s) Responsible:** Teachers, Principal **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Newsletters, Copies of Notes Sent	Office Referrals Surveys	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continued use of technology to effectively communicate with and provide information to parents (i.e. email, class/teacher websites, blogs, flyers, newsletters, presentations for parents, "all call" system, etc.) **Person(s) Responsible:** All Staff **Completion Date:** Aug. - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$for Up-to-date, properly functioning technology equipment	[X]	[ ]		Websites, Newsletters, Hand-outs, Evidence of Blogs, # of All Calls Made, Parent Meeting Agendas, Sign-In Sheets, Flyers	Surveys	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Increase parent and community involvement in decision-making through school leadership groups and use of surveys used to guide decisions **Person(s) Responsible:** Principal **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time	[ ]	[ ]		Meeting Agendas	Parent Surveys	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Improve staff members' capacity to work effectively with parents through staff development, book studies, and videos **Person(s) Responsible:** Administration, Counselors **Completion Date:** Sept. - May **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$for books, videos, and supplies	[X]	[ ]		Meeting Agendas & Sign-In Sheets	Parent Surveys	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Tomas Rivera Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region Xl workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Kena Gandy
2) Classroom Teacher	Jennifer Robinson
3) Classroom Teacher	Mindy Hennigan
4) Classroom Teacher	Roni Miller
5) Classroom Teacher	Peggy Reuling
6) Classroom Teacher	Julia Whitener
7) Campus-based Nonteaching Professional	Connie Kim
8) Campus-based Paraprofessional and Operations Staff	Jorge Flores
9) District-level Professional	Barb Haflich
10) Parent	Alma Valle
11) Parent	Amy Hastings
12) Community Member	Nancy Rosenboom
13) Community Member	Rosalyn Smith
14) Business Representative	Dorothy Watts
15) Business Representative	Thom Anderson

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	9/06/2011	3:15	Library
2	9/20/2011	3:15	Library
3	10/11/2011	3:15	Library
4	11/08/2011	3:15	Library
5	12/06/2011	3:15	Library
6	1/10/2012	3:15	Library
7	2/21/2012	3:15	Library
8	4/10/2012	3:15	Library
9	5/08/2012	3:15	Library
10	5/22/2012	3:15	Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: RYAN EL

Campus #: 061901113

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Attendance (2009-10)

Commended on Science

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	93%	90%	*	91%	93%	*	*	*	*	82%	89%	89%
	2010	92%	97%	97%	84%	*	69%	> 99%	*	*	*	*	80%	73%	70%
Mathematics	2011	88%	93%	91%	86%	*	82%	90%	*	*	*	*	91%	84%	79%
	2010	87%	93%	92%	78%	*	59%	> 99%	*	*	*	*	40%	65%	58%
All Tests	2011	83%	91%	87%	81%	*	76%	88%	*	*	*	*	82%	73%	69%
	2010	84%	92%	91%	76%	*	54%	> 99%	*	*	*	*	40%	60%	52%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	84%	92%	*	*	*	*	*	*	*	*	*	*	*
	2010	85%	88%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	77%	81%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	74%	78%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	78%	79%	91%	*	*	*	*	*	*	*	*	*	*	*
	2010	75%	77%	*	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	88%	86%	86%	73%	> 99%	*	*	*	*	83%	78%	65%
	2010	86%	91%	94%	91%	91%	83%	94%	*	*	*	*	> 99%	76%	60%
Mathematics	2011	89%	94%	92%	89%	> 99%	76%	> 99%	*	*	*	*	83%	86%	65%
	2010	89%	92%	93%	93%	91%	89%	94%	*	*	*	*	> 99%	82%	80%
Writing	2011	91%	94%	92%	94%	> 99%	88%	> 99%	*	*	*	*	83%	89%	79%
	2010	92%	93%	96%	95%	> 99%	89%	98%	*	*	*	*	> 99%	88%	80%
All Tests	2011	78%	86%	79%	82%	86%	64%	> 99%	*	*	*	*	67%	72%	50%
	2010	78%	83%	86%	80%	82%	67%	86%	*	*	*	*	> 99%	53%	40%
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	90%	95%	93%	95%	96%	*	*	*	*	> 99%	96%	*
	2010	86%	91%	94%	96%	> 99%	> 99%	94%	*	*	*	*	> 99%	88%	*
Mathematics	2011	86%	92%	91%	92%	> 99%	86%	92%	*	*	*	*	80%	88%	*
	2010	86%	92%	94%	89%	83%	80%	92%	*	*	*	*	> 99%	76%	*
Science	2011	86%	92%	89%	89%	79%	86%	94%	*	*	*	*	80%	81%	*
	2010	87%	90%	93%	90%	67%	80%	96%	*	*	*	*	> 99%	82%	*
All Tests	2011	76%	85%	82%	82%	79%	81%	83%	*	*	*	*	60%	77%	*
	2010	75%	82%	87%	85%	67%	67%	92%	*	*	*	*	> 99%	71%	*

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	91%	91%	92%	84%	97%	*	> 99%	*	*	83%	86%	76%
	2010	90%	93%	95%	91%	95%	79%	98%	*	n/a	n/a	n/a	95%	79%	70%
Mathematics	2011	84%	88%	91%	90%	> 99%	80%	97%	*	> 99%	*	*	90%	86%	69%
	2010	84%	88%	94%	88%	95%	71%	97%	*	n/a	n/a	n/a	85%	72%	57%
Writing	2011	92%	94%	93%	94%	> 99%	88%	> 99%	*	*	*	*	83%	89%	79%
	2010	93%	95%	96%	95%	> 99%	89%	98%	*	n/a	n/a	n/a	> 99%	88%	80%
Science	2011	83%	84%	89%	89%	79%	86%	94%	*	*	*	*	80%	81%	*
	2010	82%	86%	93%	90%	67%	80%	96%	*	n/a	n/a	n/a	> 99%	82%	*
All Tests	2011	76%	81%	82%	83%	80%	72%	92%	*	> 99%	*	*	72%	73%	56%
	2010	76%	81%	89%	80%	79%	60%	92%	*	n/a	n/a	n/a	85%	59%	45%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	38%	39%	40%	23%	53%	*	63%	*	*	21%	25%	13%
	2010	32%	38%	43%	36%	45%	20%	43%	*	83%	*	*	25%	23%	16%
Mathematics	2011	29%	32%	38%	32%	28%	23%	40%	*	50%	*	*	28%	24%	15%
	2010	28%	31%	41%	35%	30%	20%	43%	*	83%	*	*	35%	22%	14%
Writing	2011	31%	39%	26%	45%	71%	16%	66%	*	*	*	*	17%	25%	11%
	2010	32%	36%	32%	38%	20%	28%	44%	*	*	*	*	< 1%	24%	< 1%
Science	2011	30%	33%	47%	49%	50%	33%	55%	*	*	*	*	50%	46%	*
	2010	28%	30%	53%	56%	50%	27%	67%	*	*	*	*	56%	35%	*
All Tests	2011	16%	19%	21%	20%	12%	8%	32%	*	38%	*	*	21%	10%	2%
	2010	15%	17%	23%	15%	15%	5%	19%	*	50%	*	*	5%	8%	11%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	88%	*	80%	*	*	*	*	*	88%	> 99%	80%
	2010	85%	88%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	77%	83%	89%	86%	*	*	*	*	*	*	*	86%	*	*
	2010	75%	79%	91%	*	*	*	*	*	*	*	*	*	*	*
Writing	2011	80%	88%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	> 99%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	75%	88%	*	80%	*	*	*	*	*	88%	> 99%	80%
	2010	64%	69%	80%	*	*	*	*	*	*	*	*	*	*	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	> 99%	> 99%	> 99%	*	> 99%	*	*	*	*	> 99%	> 99%	*
All Tests	2010	93%	96%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	99.7%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	*	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	92.7%	89.6%	69.2%	93.3%	89.7%	-	100.0%	-	*	12.5%	87.3%	87.7%
Not on TAKS	7.6%	7.6%	6.9%	10.4%	30.8%	6.7%	10.3%	-	0.0%	-	*	87.5%	12.7%	12.3%
TAKS(Acc) Only	2.4%	2.1%	2.7%	3.0%	3.8%	2.9%	3.2%	-	0.0%	-	*	25.0%	2.7%	5.3%
TAKS-M Only	3.1%	3.4%	2.8%	1.5%	3.8%	1.9%	0.8%	-	0.0%	-	*	12.5%	1.8%	3.5%
TAKS-Alt Only	0.9%	0.7%	0.2%	4.5%	15.4%	0.0%	6.3%	-	0.0%	-	*	37.5%	5.5%	0.0%
Combination	1.3%	1.4%	0.8%	1.5%	7.7%	1.9%	0.0%	-	0.0%	-	*	12.5%	2.7%	3.5%
By Acct Status														
Acct System	94.0%	95.7%	93.6%	95.2%	96.2%	98.1%	94.4%	-	100.0%	-	*	90.6%	92.7%	96.5%
Non-Acct System	4.6%	3.5%	5.8%	4.8%	3.8%	1.9%	5.6%	-	0.0%	-	*	9.4%	7.3%	3.5%
Mobile	4.6%	3.5%	5.8%	4.8%	3.8%	1.9%	5.6%	-	0.0%	-	*	9.4%	7.3%	3.5%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	266	269	26	104	126	0	8	0	4	32	110	57
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.6%	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	-	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	92.6%	92.2%	76.9%	94.9%	93.9%	-	100.0%	-	-	17.4%	90.7%	93.3%
Not on TAKS	7.8%	7.7%	6.7%	7.8%	23.1%	5.1%	6.1%	-	0.0%	-	-	82.6%	9.3%	6.7%
TAKS(Acc) Only	2.3%	1.8%	1.7%	1.6%	3.8%	1.3%	1.5%	-	0.0%	-	-	17.4%	1.2%	2.2%
TAKS-M Only	3.3%	3.8%	2.5%	2.0%	11.5%	2.5%	0.0%	-	0.0%	-	-	21.7%	2.3%	2.2%
TAKS-Alt Only	0.8%	0.7%	0.0%	3.7%	3.8%	1.3%	4.5%	-	0.0%	-	-	39.1%	4.7%	2.2%
Combination	1.3%	1.3%	1.4%	0.4%	3.8%	0.0%	0.0%	-	0.0%	-	-	4.3%	1.2%	0.0%
By Acct Status														
Acct System	90.0%	91.0%	90.8%	89.8%	65.4%	92.4%	93.2%	-	100.0%	-	-	34.8%	86.0%	93.3%
Non-Acct System	8.6%	8.1%	7.9%	10.2%	34.6%	7.6%	6.8%	-	0.0%	-	-	65.2%	14.0%	6.7%
Mobile	4.4%	3.6%	4.6%	4.5%	19.2%	3.8%	2.3%	-	0.0%	-	-	4.3%	7.0%	2.2%
Non-Acct Test	4.2%	4.5%	3.4%	5.7%	15.4%	3.8%	4.5%	-	0.0%	-	-	60.9%	7.0%	4.4%
Not Tested	1.4%	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	279	244	26	79	132	0	6	0	0	23	86	45

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	50%	54%	*	67%	*	*	*	*	*	*	56%	71%
	2010	50%	53%	50%	63%	*	*	60%	*	*	*	*	*	*	*
Mathematics	2011	42%	43%	50%	56%	*	50%	*	*	*	*	*	*	67%	44%
	2010	45%	52%	58%	33%	*	*	*	*	*	*	*	*	*	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	91	95	*	99	*	*	*	*	*	*	85	113
	2010	86	90	114	104	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	66	92	83	*	84	*	*	*	*	*	*	91	78
	2010	70	77	95	69	*	*	*	*	*	*	*	*	*	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	11%	6%	7%	10%	4%	*	*	*	*	< 1%	8%	*
	2010	15%	10%	7%	7%	< 1%	< 1%	10%	*	*	*	*	< 1%	12%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	96%	98%	> 99%	95%	98%	*	*	*	*	> 99%	> 99%	*
	2010	92%	96%	98%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	10%	8%	< 1%	14%	8%	*	*	*	*	20%	12%	*
	2010	14%	9%	7%	14%	17%	20%	12%	*	*	*	*	< 1%	24%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	96%	98%	> 99%	90%	> 99%	*	*	*	*	> 99%	96%	*
	2010	92%	95%	98%	99%	> 99%	> 99%	98%	*	*	*	*	> 99%	94%	*
English Language Learners Progress Indicator															
2010-11		80%	86%	84%	86%	*	85%	*	*	*	*	*	56%	85%	84%
2009-10		79%	85%	93%	75%	*	73%	*	*	*	*	*	*	71%	70%
Attendance Rate @															
2009-10		95.5%	95.9%	96.3%	97.2%	97.0%	97.4%	97.0%	-	99.0%	-	*	95.9%	97.0%	97.3%
2008-09		95.6%	95.9%	96.7%	96.9%	96.5%	97.6%	96.3%	*	n/a	n/a	n/a	95.6%	97.2%	97.8%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		539	100.0%	20,467	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.4%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	4.0%	3.0%	4.5%
	Kindergarten	99	18.4%	14.3%	8.5%	7.6%
	Grade 1	73	13.5%	14.5%	8.5%	7.9%
	Grade 2	101	18.7%	14.7%	8.8%	7.7%
	Grade 3	101	18.7%	16.7%	8.5%	7.6%
	Grade 4	79	14.7%	18.0%	7.9%	7.6%
	Grade 5	86	16.0%	15.0%	7.9%	7.6%
	Grade 6	0	0.0%	2.0%	7.2%	7.4%
	Grade 7	0	0.0%	0.3%	7.1%	7.3%
	Grade 8	0	0.0%	0.2%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	39	7.2%	5.7%	11.6%	12.9%
	Hispanic	252	46.8%	46.8%	30.8%	50.3%
	White	230	42.7%	43.1%	52.9%	31.2%
	Native American	2	0.4%	0.6%	0.9%	0.5%
	Asian	11	2.0%	1.6%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.2%	0.1%	0.1%
	Two or More Races	5	0.9%	2.1%	1.2%	1.6%
Economically Disadvantaged		250	46.4%	57.3%	41.5%	59.2%
Limited English Proficient (LEP)		179	33.2%	20.1%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		4	0.7%	0.3%	1.3%	1.9%
At-Risk		203	37.7%	44.2%	35.1%	46.3%
Mobility (2009-10)		82	17.2%	15.8%	17.1%	18.2%
Number of Students per Teacher		11.0	n/a	14.9	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	8.6%	3.9%	2.1%	2.3%	9.1%	11.2%	14.3%	10.7%
Grade 1	1.2%	3.8%	1.5%	4.7%	14.3%	9.1%	8.5%	8.9%
Grade 2	2.5%	2.0%	0.8%	2.8%	0.0%	1.3%	3.8%	4.1%
Grade 3	7.9%	1.1%	1.1%	2.0%	0.0%	1.4%	1.4%	1.8%
Grade 4	0.0%	0.7%	0.1%	1.1%	0.0%	0.7%	0.4%	0.9%
Grade 5	0.0%	0.7%	0.4%	1.3%	0.0%	1.7%	2.0%	1.3%
Grade 6	-	1.4%	0.1%	0.7%	-	1.9%	3.7%	1.2%
Grade 7	-	0.0%	0.2%	1.0%	-	0.0%	1.4%	1.4%
Grade 8	-	0.0%	0.1%	1.2%	-	0.0%	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	22.0	18.8	18.8	19.0
	Grade 1	22.0	17.8	18.9	18.9
	Grade 2	22.0	18.5	18.8	18.8
	Grade 3	22.0	18.4	19.1	18.8
	Grade 4	22.0	18.6	20.3	19.0
	Grade 5	21.8	21.5	21.9	21.4
	Grade 6	-	17.5	20.9	20.7
	Mixed Grades	23.3	24.4	19.2	23.9
Secondary:	English/Language Arts	-	13.5	20.4	17.3
	Foreign Languages	-	20.0	18.8	19.0
	Mathematics	-	10.0	19.4	17.9
	Science	-	14.6	22.9	19.0
	Social Studies	-	14.6	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	64.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	57.8	89.9%	83.0%	72.3%	63.4%
Teachers	49.1	76.3%	70.5%	56.2%	50.5%
Professional Support	6.7	10.5%	8.6%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	3.1%	3.9%	2.7%	2.8%
Educational Aides:	6.5	10.1%	17.0%	7.9%	9.5%
Total Minority Staff:	19.0	29.5%	22.8%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	1.0	2.0%	2.8%	6.5%	9.3%
Hispanic	13.0	26.5%	16.0%	11.7%	23.7%
White	34.1	69.5%	79.5%	78.4%	63.9%
American Indian	1.0	2.0%	0.2%	0.8%	0.4%
Asian	0.0	0.0%	0.4%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.0%	2.1%	1.3%
Males	1.0	2.0%	6.4%	24.0%	23.2%
Females	48.1	98.0%	93.6%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	4.0	8.1%	4.3%	4.8%	6.0%
1-5 Years Experience	10.0	20.4%	28.3%	31.8%	30.0%
6-10 Years Experience	10.2	20.9%	19.7%	22.7%	21.1%
11-20 Years Experience	15.4	31.3%	26.7%	25.5%	25.0%
0ver 20 Years Experience	9.5	19.4%	21.1%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.7 yrs.	12.1 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	7.4 yrs.	8.7 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$25,214	$41,908	$45,521	$41,272
1-5 Years Experience	$47,310	$43,590	$47,448	$44,013
6-10 Years Experience	$48,149	$45,873	$48,287	$46,604
11-20 Years Experience	$51,683	$49,552	$51,852	$50,476
Over 20 Years Experience	$61,620	$56,468	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$49,840	$48,276	$51,120	$48,638
Professional Support	$47,706	$52,593	$55,177	$57,045
Campus Administration (School Leadership)	$69,014	$68,374	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	6.8	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$3,827,351	100.0%	$7,564	$4,250,093	100.0%	$8,399	$133,222,042	100.0%	$6,404
Instruction (11,95)	$2,824,248	73.8%	$5,582	$3,096,115	72.8%	$6,119	$99,084,532	74.4%	$4,763
Instructional-Related Services (12,13)	$168,400	4.4%	$333	$169,344	4.0%	$335	$5,510,432	4.1%	$265
Instructional Leadership (21)	$55,441	1.4%	$110	$55,441	1.3%	$110	$1,778,091	1.3%	$85
School Leadership (23)	$228,404	6.0%	$451	$229,240	5.4%	$453	$8,597,193	6.5%	$413
Support Services-Student (31,32,33)	$219,451	5.7%	$434	$222,783	5.2%	$440	$6,190,267	4.6%	$298
Other Campus Costs (35,36,51,52,53)	$331,407	8.7%	$655	$477,170	11.2%	$943	$12,061,527	9.1%	$580
By Program:									
Total Operating Expenditures	$3,495,944	100.0%	$6,909	$3,729,516	100.0%	$7,371	$120,692,169	100.0%	$5,802
Bilingual/ESL Education (25)	$185,448	5.3%	$366	$185,448	5.0%	$366	$7,558,664	6.3%	$363
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Accelerated Education (24,30)	$121,995	3.5%	$241	$350,737	9.4%	$693	$13,875,835	11.5%	$667
Gifted & Talented Education (21)	$112,360	3.2%	$222	$112,360	3.0%	$222	$1,942,872	1.6%	$93
Regular Education (11)	$2,429,574	69.5%	$4,802	$2,429,574	65.1%	$4,802	$80,675,478	66.8%	$3,878
Special Education (23)	$646,567	18.5%	$1,278	$651,397	17.5%	$1,287	$16,440,713	13.6%	$790
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$93	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$198,514	0.2%	$10

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	179	33.2%	20.1%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	50	9.3%	5.1%	8.7%	7.7%
Special Education	51	9.5%	8.9%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	10.5	21.4%	5.1%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.3%	3.6%	4.0%
Compensatory Education	2.5	5.1%	4.1%	5.0%	2.9%
Gifted & Talented Education	1.9	3.8%	0.7%	1.7%	1.9%
Regular Education	26.8	54.7%	81.9%	68.0%	73.4%
Special Education	7.4	15.1%	7.9%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% Hispanic	% Econ	% White	% LEP	% Mobility	% Afr_Amer
011905101		MCDADE EL	MCDADE ISD	47.8	64.5	50.5	24.7	27.1	1.6
015910126		THOUSAND OAKS EL	NORTH EAST ISD	47.3	37.4	42.1	3.8	19.5	4.7
020901101		ALVIN ELEMENTARY	ALVIN ISD	45.1	56.6	46.6	13.9	14.5	2.3
020910101		DAMON EL	DAMON ISD	46.4	71.3	49.7	16.6	12.0	1.1
046902107		BILL BROWN ELEMENTARY SC	COMAL ISD	45.4	38.7	51.5	26.4	9.1	0.3
046902115		FREIHEIT EL	COMAL ISD	48.2	57.4	45.2	3.6	16.1	3.0
056901105		DALHART INT SCHOOL	DALHART ISD	45.3	64.2	51.7	6.9	9.7	0.4
057905126		CENTRAL ELEMENTARY SCHOO	DALLAS ISD	48.3	84.0	38.6	29.0	16.4	10.7
057909142		HERFURTH EL	GARLAND ISD	48.2	57.5	34.6	30.3	17.0	12.0
061901107		NEWTON RAYZOR EL	DENTON ISD	46.4	63.6	39.3	34.0	26.3	8.1
061901113	>	RYAN EL	DENTON ISD	46.8	46.4	42.7	33.2	17.2	7.2
068901129		BARBARA JORDAN EL	ECTOR COUNTY ISD	47.8	48.9	49.0	10.0	16.1	1.8
076904101		ROTAN EL	ROTAN ISD	47.7	79.7	46.4	3.9	17.2	3.3
079906102		NEEDVILLE EL	NEEDVILLE ISD	45.9	42.1	47.6	18.0	9.9	4.6
088902104		GOLIAD INT	GOLIAD ISD	47.1	51.6	45.8	3.9	13.3	5.2
091906104		CRUTCHFIELD EL	SHERMAN ISD	45.6	80.1	37.4	27.2	23.4	11.4
101914104		MEMORIAL PARKWAY EL	KATY ISD	46.9	42.5	39.5	32.2	17.2	7.6
101916105		COLLEGE PARK EL	LA PORTE ISD	46.1	62.7	40.3	4.5	14.4	7.1
101916107		LEO RIZZUTO EL	LA PORTE ISD	46.9	38.1	46.9	18.7	7.2	3.7
126908101		VENUS EL	VENUS ISD	45.8	73.9	47.8	26.6	13.3	2.9
133903103		NIMITZ EL	KERRVILLE ISD	48.0	66.4	47.8	5.4	10.8	1.2
138902101		KNOX CITY EL	KNOX CITY-O'BRIEN CISD	46.3	78.9	45.5	7.3	9.1	6.5
165901122		PARKER EL	MIDLAND ISD	48.5	48.5	35.6	21.1	23.8	6.7
170908102		NEW CANEY EL	NEW CANEY ISD	45.8	83.4	50.3	30.0	21.3	1.4
175903102		JOSE ANTONIO NAVARRO EL	CORSICANA ISD	45.2	82.4	35.4	22.1	18.6	12.6
178904151		JONES EL	CORPUS CHRISTI ISD	48.1	24.1	40.7	2.2	16.1	4.3
199901111		OUIDA SPRINGER	ROCKWALL ISD	48.1	55.1	39.8	38.3	10.1	5.9
216901101		STERLING CITY EL	STERLING CITY ISD	48.3	57.0	46.4	9.3	14.9	1.3
220902116		ACADEMY AT CARRIE F THOM	BIRDVILLE ISD	45.9	70.9	34.4	37.5	21.9	10.8
220905116		LILY B CLAYTON EL	FORT WORTH ISD	46.0	39.6	44.2	18.8	12.1	5.0
220907111		NORTH RIVERSIDE EL	KELLER ISD	45.6	54.2	39.7	35.6	10.3	7.7
221901151		THOMAS EL	ABILENE ISD	45.7	66.5	40.7	4.3	16.6	8.9
226903114		HOLIMAN EL	SAN ANGELO ISD	46.2	56.4	45.3	10.2	20.0	5.8
227901170		BOONE EL	AUSTIN ISD	47.7	49.5	41.3	9.0	16.8	6.0
231902101		JAMES D GOSSETT EL	RANKIN ISD	48.1	53.8	49.4	7.7	25.5	1.9
235902101		ALOE EL	VICTORIA ISD	46.4	62.3	47.3	4.1	18.0	3.2
236902101		STEWART EL	HUNTSVILLE ISD	47.3	66.9	33.4	31.2	13.0	16.2
237904107		EVELYN TURLINGTON EL	WALLER ISD	46.6	64.1	45.9	35.7	18.2	3.6
246907101		JARRELL EL	JARRELL ISD	46.3	71.6	46.1	18.8	15.7	4.3
246909113		PURPLE SAGE EL	ROUND ROCK ISD	47.7	44.0	41.6	29.6	13.9	2.7
246913112		PATRICIA KNOWLES EL	LEANDER ISD	48.3	50.1	40.5	23.5	14.5	5.9
		Group Average		46.8	57.3	43.1	20.1	15.8	5.7

*** Order of columns will vary on lists for other campuses ***

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
MCDADE EL	69	651	705	65	54	Q1	68	631	681	82	51	Q3
THOUSAND OAKS EL	262	676	720	109	44	Q2	264	654	733	113	79	Q1
ALVIN ELEMENTARY	343	651	698	104	48	Q2	343	653	715	97	62	Q2
DAMON EL	66	687	719	80	32	Q3	65	694	738	103	44	Q4
BILL BROWN ELEMENTAR	199	670	734	111	64	Q1	188	639	704	99	65	Q1
FREIHEIT EL	119	651	685	109	34	Q3	120	623	648	63	25	Q4
DALHART INT SCHOOL	191	608	635	70	27	Q4	192	602	647	73	46	Q4
CENTRAL ELEMENTARY S	343	614	661	93	48	Q2	346	580	638	68	59	Q2
HERFURTH EL	139	651	690	119	39	Q3	148	633	699	114	66	Q1
NEWTON RAYZOR EL	109	669	701	83	32	Q3	105	638	675	49	36	Q4
> RYAN EL	139	653	698	95	46	Q2	141	625	678	83	52	Q3
BARBARA JORDAN EL	280	671	696	81	26	Q4	278	636	685	74	49	Q3
ROTAN EL	29	654	684	167	30	Q4	29	635	659	-5	23	Q4
NEEDVILLE EL	180	635	675	57	40	Q3	180	585	667	112	82	Q1
GOLIAD INT	266	678	700	54	22	Q4	264	668	700	50	32	Q4
CRUTCHFIELD EL	83	608	629	46	21	Q4	85	576	623	106	47	Q3
MEMORIAL PARKWAY EL	171	645	687	81	41	Q2	168	623	681	87	58	Q3
COLLEGE PARK EL	117	633	685	94	52	Q1	119	616	680	112	64	Q2
LEO RIZZUTO EL	181	661	701	117	40	Q3	184	641	706	111	65	Q1
VENUS EL	262	608	650	82	42	Q2	266	589	648	62	59	Q2
NIMITZ EL	144	677	721	129	44	Q2	144	651	694	111	44	Q4
KNOX CITY EL	17	627	657	91	30	Q4	17	541	616	88	76	Q1
PARKER EL	111	661	711	91	50	Q1	110	672	719	69	47	Q3
NEW CANEY EL	181	662	686	120	25	Q4	184	653	698	81	45	Q4
JOSE ANTONIO NAVARRO	200	636	677	90	41	Q2	200	635	699	101	65	Q1
JONES EL	219	665	705	102	40	Q3	220	624	694	101	69	Q1
OUIDA SPRINGER	207	663	708	83	45	Q2	209	666	713	64	48	Q3
STERLING CITY EL	60	666	715	61	50	Q1	60	639	678	55	39	Q4
ACADEMY AT CARRIE F	148	631	665	91	33	Q3	147	607	655	61	49	Q3
LILY B CLAYTON EL	139	674	717	107	43	Q2	138	653	720	143	67	Q1
NORTH RIVERSIDE EL	127	599	628	23	28	Q4	125	554	615	60	61	Q2
THOMAS EL	145	639	675	101	36	Q3	150	633	689	112	56	Q3
HOLIMAN EL	74	677	693	103	16	Q4	75	656	711	128	55	Q3
BOONE EL	122	666	722	-	56	Q1	128	645	711	131	66	Q1
JAMES D GOSSETT EL	53	633	693	88	60	Q1	53	616	675	56	59	Q2
ALOE EL	118	681	722	63	41	Q2	118	693	754	131	60	Q2
STEWART EL	107	618	650	44	32	Q3	107	587	638	64	51	Q3
EVELYN TURLINGTON EL	179	628	687	85	58	Q1	180	619	701	115	83	Q1
JARRELL EL	70	603	623	23	20	Q4	70	591	635	62	44	Q4
PURPLE SAGE EL	106	632	685	118	53	Q1	107	612	685	96	73	Q1
PATRICIA KNOWLES EL	163	633	695	128	62	Q1	157	638	700	96	62	Q2
Group Average	149	647	688	86	41	--	149	629	686	82	57	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Wayne Stuart Ryan Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Wayne Stuart Ryan Elementary School's Mission Statement

"Learning Today For A Better Tomorrow"

The mission of W.S. Ryan School is to provide a quality education for all students in a supportive, respectful environment that promotes a love of learning and produces responsible citizens.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Wayne Stuart Ryan Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	78	83	37	90	90	39		
3	AA	3			4				
3	Hispanic	40	70	20	43	91	28		
3	White	33	100	52	37	92	57		
3	Eco. Dis.	43	72	26	37	89	24		
3	SPED	2			5	60	20		
3	LEP C	32	69	16	27	89	19		
3	LEP M1								
3	LEP M2								
4	All	80	91	34	71	87	38		
4	AA	10	90	20	4				
4	Hispanic	19	84	26	30	73	17		
4	White	49	94	37	34	100	53		
4	Eco. Dis.	16	75	19	34	76	18		
4	SPED	4			0				
4	LEP C	5	60	20	17	65	12		
4	LEP M1								
4	LEP M2								
5	All	67	100	45	80	98	46		
5	AA	8	100	63	11	100	45		
5	Hispanic	13	100	23	20	95	30		
5	White	45	100	49	46	98	50		
5	Eco. Dis.	16	100	31	21	100	33		
5	SPED	2			4				
5	LEP C	2			2				
5	LEP M1								
5	LEP M2								

Wayne Stuart Ryan Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	78	95	40	70	94	47		
4	AA	9	100	22	4				
4	Hispanic	19	89	32	31	87	16		
4	White	48	98	46	32	100	66		
4	Eco. Dis.	16	88	25	36	89	22		
4	SPED	3			2				
4	LEP C	5	80	0	18	78	11		
4	LEP M1								
4	LEP M2								

Wayne Stuart Ryan Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	78	81	15	92	86	27		
3	AA	3			4				
3	Hispanic	40	63	13	44	82	27		
3	White	33	100	18	37	89	32		
3	Eco. Dis.	43	67	12	38	84	24		
3	SPED	2			5	80	20		
3	LEP C	32	59	16	28	79	21		
3	LEP M1								
3	LEP M2								
4	All	80	93	45	71	89	44		
4	AA	10	90	40	4				
4	Hispanic	19	89	26	30	77	27		
4	White	49	94	51	34	97	59		
4	Eco. Dis.	16	81	25	34	82	24		
4	SPED	4			0				
4	LEP C	5	80	20	17	65	12		
4	LEP M1								
4	LEP M2								
5	All	67	99	48	81	98	26		
5	AA	8	100	25	11	100	18		
5	Hispanic	13	100	38	21	90	14		
5	White	45	98	53	46	100	33		
5	Eco. Dis.	16	94	38	22	95	14		
5	SPED	2			5	100	0		
5	LEP C	2			3				
5	LEP M1								
5	LEP M2								

Wayne Stuart Ryan Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	67	88	55	82	89	46		
5	AA	9	67	44	13	77	46		
5	Hispanic	13	77	23	21	86	33		
5	White	44	95	68	45	93	53		
5	Eco. Dis.	17	76	35	24	79	42		
5	SPED	3			7	71	29		
5	LEP C	2			3				
5	LEP M1								
5	LEP M2								

Wayne Stuart Ryan Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Wayne Stuart Ryan Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- AEIS reports (2006-2010)
- PEIMS (eSchool)
- Office referral history (2009-present)
- at risk tracking
- LEP report, lunch report
- entry/withdrawal report
- student discipline report
- students enrolled in EXPO
- overall enrollment

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- increasing strengths in sub-pops
- Families support education (reflected in attendance rates)
- Increasing sub pops in expo

Needs

- Differentiated instruction both in presentation and culturally
- Higher level thinking skills
- Increase math malipulatives for hands on experiences

Summary of Needs

- Differentiated instruction in all tiers of instruction
- Higher level thinking instruction/coaching for teachers
- College readiness instruction

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- TAKS results
- Kathy Richardson results
- AEIS report

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- PLCs, intervention groupings, small groups, sharing of best practices
- Common and district assessments
- Interventionists
- co-teaching, small group instruction
- modifications and accommodations
- thinking Maps, WftB

Needs

- All staff training regarding special education
- Differentiated instruction to meet learning needs
- Need to strengthen the RTI process

Summary of Needs

- Extend Thinking Maps from vocabulary and relationships level to the writing level of development in all content
- Increase the volume of nonfiction reading
- Training and implementing of CAFÉ, Daily Five, non-fiction reading etc…
- Creation of apporpriate assessments to provide data related to sub. pop. needs so we can strengthen tier I instruction

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Teacher feedback
- Conference information
- Teacher feedback
- PTA Executive Board Meetings

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Parent surveys reflect achievement of campus mission (empowering students to be academically successful)
- Students describe our school's climate as safe and accepted

Needs

- Stronger participation with surveys

Summary of Needs

- Student surveys need to take place for 2011-2012

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- AWARE
- PRIDE
- Eduphoria
- Workshops
- Staff members

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- PLCs
- Prime Time teaming
- Collaborative sharing of goals
- Good staff support for new members

Needs

- Consistancy vertically across teams
- Streamlining of instructional programs
- Openness to different ideas for teaching strategies

Summary of Needs

- Continue to move forward with PLCs and grade level/campus goals.
- Make sure we help those that are new to our campus or who don't understand.
- Always listen to new ideas and be willing to do away with things that are not working.

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- TAKS data
- Common & District Assessments
- TELPAS
- Kathy Richardson
- ELI/SELI
- AWARE Data
- SRI
- DRA
- Scope and Sequence in Eduphoria
- Vertical Team Alignment

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Assessments aligned to the TEKS
- District assessments linked to the district scope and sequence/TEKS
- Vertical team alignment
- LASSO/SALSA trained

Needs

- Hands on math materials
- Inplementation of cooperative learning structures
- Team building activities
- Differentiation

Summary of Needs

- Coaching Needs
- Team intervenions
- cooperative learning structures
- Team building activities

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- Parent Parties data
- Fiesta Math Night data
- Family Fun Science Night data
- Parent/Teacher conference data
- Literacy Night data
- Parent Orientation information
- PTA & CLT membership
- Student and Staff Perception Surveys
- Friends of the Family/The Bridge/School Adopters
- Calendar of Events

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Variety of involvement opportunities for families and community members
- Range of time frames for events
- Staff involvement in school events
- Parent and student surveys
- Active PTA
- Interesting and helpful topics addressed at school events
- Advertisement of events
- Staff planning for events
- Student give aways/collaboration with community members for donations
- Community presentations for students and parents

Needs

- Limited student and parent attendance
- Transportation to and from events
- Meals/refreshments at events
- Student/parent incentives for attendance
- Increased parent participation on PTA
- Parent CLT member not present at meetings
- Increased advertisement of events

Summary of Needs

- We need to look at how we can increase student and parent participation for all events
- Working with the Transportation Department to see how we could facilitate easier transportation to and from campus events
- Continue to use all advertising methods available for upcoming events
- Incentives for attendance such as home educational resources and refreshments

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- Parent surveys
- Parent communication this year
- Campus committees
- Master Schedule

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Intervention time
- One-on-one tutorials as needed for some students
- Communication through team leads and CLT
- Specific committees to address specific needs
- Students, Parents and community have a postive perception of the school
- Parents welcome contributing input related to the school and their child's education, and this is sought

Needs

- More accurate information on perceptions from staff, students, and parents
- Higher percentage of response on student, staff, parent, and community surveys
- More consistent support in the bilingual classrooms

Summary of Needs

- Closer communication between between parents, staff and children.
- Improved perception data

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- Staff development history
- Teacher feedback

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Staff development from the district Technology Department

Needs

- Increased use of technology tools
- Follow up regarding technology needs and implementation

Summary of Needs

Comprehensive Needs Assessment Summary of Priority Needs
Wayne Stuart Ryan

Demographics:
Differentiated instruction in all tiers of instruction
Higher level thinking instruction/coaching for teachers
College readiness instruction

School Culture and Climate:
Student surveys need to take place for 2011-2012

Curriculum, Instruction and Assessment:
Coaching Needs
Team intervenions
cooperative learning structures
Team building activities

School Content and Organization:
Closer communication between between parents, staff and children.
Improved perception data

Student Achievement:
Extend Thinking Maps from vocabulary and relationships level to the writing level of development in all content
Increase the volume of nonfiction reading
Training and implementing of CAFÉ, Daily Five, non-fiction reading etc…
Creation of apporpriate assessments to provide data related to sub. pop. needs so we can strengthen tier I instruction

Teacher Quality:
Continue to move forward with PLCs and grade level/campus goals.
Make sure we help those that are new to our campus or who don't understand.
Always listen to new ideas and be willing to do away with things that are not working.

Family and Community Involvement:
We need to look at how we can increase student and parent participation for all events
Working with the Transportation Department to see how we could facilitate easier transportation to and from campus events
Continue to use all advertising methods available for upcoming events
Incentives for attendance such as home educational resources and refreshments

Technology:

Board Summary
Campus Improvement Plans
2011-12

Wayne Stuart Ryan Elementary School

Wildy Important Goals for 2011-12
WIG 1: Through collaboration in PLC's (Professional Learning Community) teachers will increase levels of success using student data to meet the needs of differentiated instruction and to make instructional decisions. Teachers will increase the use of data from 10% to 90% as evident by grade level artifacts.
WIG 2: By September 2011, 100% of professional staff will implement CHAMPS strategies to create a school- wide focus on discipline and increase student engagement by setting expectations as measured through the June 2012 staff survey.

Campus Improvement Plan
Wayne Stuart Ryan Elementary School

WIG 1

Through collaboration in PLC's (Professional Learning Community) teachers will increase levels of success using student data to meet the needs of differentiated instruction and to make instructional decisions. Teachers will increase the use of data from 10% to 90% as evident by grade level artifacts.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide block scheduling for 5th grade students to increase focus on math and language arts **Person(s) Responsible:** Campus adminisitration and classroom teachers **Completion Date:** 9/11-5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff planning time	[ ]	[ ]		Teacher schedules	Teacher schedules	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement a master school-wide schedule coordinating when subjects are taught to more efficiently provide the inclusion/co-teach model in the general education classrooms, as well as daily tutorial time **Person(s) Responsible:** Campus administration and classroom teachers **Completion Date:** 9/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff planning time	[ ]	[ ]		Teacher schedules	Teacher schedules	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Host STAAR informational meetings for parents of 3rd, 4th, and 5th grade students **Person(s) Responsible:** Classroom teachers **Completion Date:** 3/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	After school meeting time and planning Pizza for families $100.00	[X]	[ ]		StAAR meeting sign-in sheets	STAAR meeting sign-in sheets	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize our math specialist position to increase the amount of remedial support for at-risk students and to provide training through faculty meetings to the staff. **Person(s) Responsible:** Math Specialist,Principal, Assistant Principal **Completion Date:** 8/11-5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	32,024 (TI) / 32,024 (SCE)	[X]	[X]	1	Number of students served and benchmark assessments, agendas to faculty meetings	Number of students served, benchmark assessments, and agendas to faculty meetings	[X] CNA [X] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Create a stronger communication with parents by upgrade technology and techniques with training of staff of school wires **Person(s) Responsible:** Principal, Assistant Principal, Teachers **Completion Date:** 9/2011 - 4/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	technology hardware 659.00	[ ]	[ ]		school and teacher web-sites	school and teacher web-sites	[X] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Display and use the common math vocabulary terms identified for each grade level including translating the terms into Spanish **Person(s) Responsible:** Classroom teachers **Completion Date:** 8/11-5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$200 for posters	[X]	[ ]		Lesson plans	Lesson plans and posters displayed in building	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Integrate and update technology by purchasing equipment and hardware/software for instructional use. **Person(s) Responsible:** Principal, Assistant Principal, Teachers **Completion Date:** 08/11-1/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	2,000.00	[X]	[ ]		use of technology within the classroom	use of technology within the classroom	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize an assessment wall for 2nd - 5th grade to monitor students progress through benchmarks **Person(s) Responsible:** Principal, Assitant Principal, Math Specialist, teachers **Completion Date:** 11/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	250.00 (assessment boards, stickers, index cards, markers)	[X]	[ ]		Benchmarks	Benchmarks, TAKS results, and student grades	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide intervention support for our Reading Recovery teachers for at-risk kindergarten - 2nd grade students **Person(s) Responsible:** Reading Recovery teachers **Completion Date:** 08/11-5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$500 for materials and supplies	[X]	[ ]		Number of students served	Number of students served, ELI, and SELI results	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Train staff and implement Write from the beginning with all grade levels **Person(s) Responsible:** Teachers **Completion Date:** 08/11 - 06/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$500 for materials and supplies	[X]	[ ]		Number of students served	Number of students served and TAKS results	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make use of Student Tracking Forms to progress monitor student academic and behavioral performance during monthly grade level RtI meetings (Bucket Brigade) for early identification **Person(s) Responsible:** Campus administration and classroom teachers counselor **Completion Date:** Meets once a month **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Monthly meeting time and planning	[ ]	[ ]		Number of students served and RtI documentation	Number of students served and RtI documentation	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Make use of daily tutorial time to offer remediation to struggling k - 5th grade students **Person(s) Responsible:** Classroom teachers **Completion Date:** 09/11 - 05/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	2,200.00 to pay for subs to cover class	[X]	[ ]		Student grades	Student grades, benchmarks and TAKS results	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Display and use the common science vocabulary terms and laboratory equipment used for each grade level including translating the terms into Spanish **Person(s) Responsible:** Classroom teachers **Completion Date:** 9/11- 4/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	300.00 materials, supplies and posters	[ ]	[ ]		Number of classes served by Ready, Set, Teach students	Number of classes served by Ready, Set, Teach students, and teacher evaluations	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Make use of district and state developed benchmark assessments for math in grades kindergarten through 5th **Person(s) Responsible:** Campus administration and classroom teachers **Completion Date:** 10/11 - 04/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Data review and instructional planning time	[ ]	[ ]		Student performance on benchmarks	PLC common assessments	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make use of best practices strategies and materials including differentiated lessons, peer tutoring, manipulatives, and small group cooperative learning **Person(s) Responsible:** Campus administration and classroom teachers **Completion Date:** 08/11 - 05/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Faculty meetings and instructional planning time,Prime Time material for all grades $2197.	[X]	[ ]		Student grades and activities described lesson plans	Student grades and activities described lesson plans	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To further enhance the Literacy Library through the purchase of nonfiction and fiction children's books in Spanish and English and supplies for Literacy Library **Person(s) Responsible:** Campus administration and classroom teachers **Completion Date:** 4/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Literacy library books, suplies 500.00	[ ]	[ ]		List of student books ordered in math and science	Number of students accessing the Literacy Library	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide technology and programs to assist students in math and spanish science **Person(s) Responsible:** Campus tech **Completion Date:** 2/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	1500.00	[X]	[ ]		Number of students served, benchmark assessments, and TAKS mathand science results	Number of students served, benchmark assessments, and TAKS mathand science results	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Make use of half day subs to offer support during PLCs to address differentiation and struggling students **Person(s) Responsible:** Classroom teachers **Completion Date:** 9/11-5/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	4,000.00	[X]	[ ]		Number of students served, benchmarks, assessments Taks results	Number of students served, benchmark assessments, and TAKS results	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Utilize our reading recovery specialist position to increase the amount of remedial support for at-risk students **Person(s) Responsible:** Principal, Assistant Principal Reading Recovery **Completion Date:** 08/10-05/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	31,392	[ ]	[X]	.5	Number of students served, benchmark assessments, and TAKS language arts results	Number of students served, benchmark assessments, and TAKS language arts results	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize our reading Interventionist position to increase the amount of remedial support for at-risk students **Person(s) Responsible:** Principal, Assistant Principal, Reading Interventionist **Completion Date:** 8/10-5/11 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	34,431	[ ]	[X]	.5	Number of students served, benchmark assessments, and TAKS language arts results	Number of students served, benchmark assessments, and TAKS language arts results	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Host Camp Grady Spruce informational meeting for parents of 5th grade students explaining how the science TEKS relates to camp **Person(s) Responsible:** 5th grade teachers **Completion Date:** 11/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent/Staff Camp Meeting	[ ]	[ ]		Number of students attending camp	Number of students attending camp	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide training for teachers and staff to help implement Professional Learning Community **Person(s) Responsible:** Principal, Assistant Principal Teachers **Completion Date:** 8/11 - 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	300.00	[X]	[ ]		Student performance on benchmarks, TAKS	Student performance on benchmarks, TAKS	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Library/ Reading Night English K-5 and Bilingual K -5 **Person(s) Responsible:** ESL Teacher Principal Assistant Principal **Completion Date:** 4/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	250.00 parent material	[X]	[ ]		Student/Parent participation	Student/Parent participation	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Create more educational opportunities geared for the Outdoor Learning Environment (OLE) **Person(s) Responsible:** Grade Level Chairs **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	250.00	[X]	[ ]		Student participation in OLE	Student participation in OLE	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Update reading recovery strategies and differentiated instruction by attending the Reading Recovery and Inclusion Conference **Person(s) Responsible:** Reading Recovery Teachers **Completion Date:** 2/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	1,200.00	[X]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Host Family Fun Science Night for students and their families **Person(s) Responsible:** 5th grade science teacher/inclusion specialist **Completion Date:** 3/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	100.00 science materials	[X]	[ ]				[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide on-going campus-based vertical PLCs focused on best practices in math, reading, science, writing and social studies instruction and data analysis instructed by the teachers **Person(s) Responsible:** Staff **Completion Date:** 8/11-5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Vertical team meetings	[ ]	[ ]		Vertical Monthly Team Meetings	Vertical MonthlyTeam Meetings	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Create a strong PLC through book study Good to Great and PLC work book **Person(s) Responsible:** Principal, Assistant Principal **Completion Date:** 4/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	750.00	[X]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide training and materials for higher level thinking to prepare for STAAR **Person(s) Responsible:** Teachers, staff members, Principal, Assistant Principal **Completion Date:** 4/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	2,500.00	[ ]	[ ]		Prime Time, benchmarks, common assessments	common assessments, benchmarks	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Wayne Stuart Ryan Elementary School

WIG 2

By September 2011, 100% of professional staff will implement CHAMPS strategies to create a school- wide focus on discipline and increase student engagement by setting expectations as measured through the June 2012 staff survey.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase the use of a common language across the campus for student expectations in the common areas of the building and during class. [i.e.: voice levels; participation] **Person(s) Responsible:** Campus administration and classroom teachers, paraprofessionals, staff members **Completion Date:** 9/2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff planning time	[ ]	[ ]		hallway and classroom expectations	hallway and classroom expectations	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Create consistent, predictable classroom routines that include the following areas: Conversation, Help, Activity, Movement, Participation and Success. **Person(s) Responsible:** Campus administration and classroom teachers **Completion Date:** 8/2011 - 5/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff planning time, staff development	[ ]	[ ]		hallway and classroom expectations	hallway and classroom expectations	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Give an End-of-the-year survey to the students and the staff evaluating the use of CHAMPS in the classroom and common areas of the building **Person(s) Responsible:** Campus administration and classroom teachers **Completion Date:** 10/10 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus survey	[X]	[ ]		Campus survey	Campus survey	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide training, staff development and materials to further help implement the CHAMPS program **Person(s) Responsible:** Campus administration and classroom teachers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff development time and instructional materials 750.00	[X]	[ ]				[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Wayne Stuart Ryan Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region Xl workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Jason Shipley
2) Classroom Teacher	Carolina Gonzalez
3) Classroom Teacher	Robyn Mullendore
4) Classroom Teacher	Silvia Pena
5) Classroom Teacher	Dawn Payette
6) Classroom Teacher	Robin Higgs
7) Campus-based Nonteaching Professional	Tiffany Gonzalez
8) Campus-based Paraprofessional and Operations Staff	Silvia Pena
9) District-level Professional	Cindy Carasone
10) Parent	Seema Gokharu
11) Parent	Tammie Palosota
12) Community Member	Terrie Smith
13) Community Member	Sara Kuter
14) Business Representative	Jayne Flores, Principal
15) Business Representative	Todd Herauf, Assistant Principal

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	September 7, 2011	3:15	W.S. Ryan Conference Room
2	November 11, 2011	3:15	W.S. Ryan Conference Room
3	January 10, 2012	3:15	W.S. Ryan Conference Room
4	February 21, 2012	3:15	W.S. Ryan Conference Room

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: SAVANNAH EL

Campus #: 061901119

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Science

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	96%	98%	> 99%	86%	99%	*	*	*	*	> 99%	> 99%	*
	2010	92%	97%	97%	98%	> 99%	89%	98%	*	*	*	*	92%	95%	*
Mathematics	2011	88%	93%	95%	96%	90%	> 99%	97%	*	*	*	*	> 99%	85%	*
	2010	87%	93%	93%	98%	> 99%	> 99%	97%	*	*	*	*	> 99%	> 99%	*
All Tests	2011	83%	91%	92%	94%	90%	86%	97%	*	*	*	*	> 99%	85%	*
	2010	84%	92%	92%	95%	> 99%	89%	95%	*	*	*	*	92%	95%	*
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	95%	90%	89%	> 99%	88%	*	*	*	*	90%	89%	*
	2010	86%	91%	95%	94%	93%	85%	96%	*	*	*	*	> 99%	91%	*
Mathematics	2011	89%	94%	95%	87%	78%	90%	89%	*	*	*	*	80%	79%	*
	2010	89%	92%	96%	82%	71%	77%	85%	*	*	*	*	75%	77%	*
Writing	2011	91%	94%	96%	93%	> 99%	> 99%	90%	*	*	*	*	> 99%	> 99%	*
	2010	92%	93%	96%	94%	93%	92%	94%	*	*	*	*	> 99%	95%	*
All Tests	2011	78%	86%	90%	78%	67%	90%	79%	*	*	*	*	70%	68%	*
	2010	78%	83%	90%	77%	57%	77%	82%	*	*	*	*	75%	77%	*
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	95%	92%	88%	92%	92%	*	*	*	*	60%	83%	*
	2010	86%	91%	95%	90%	60%	91%	98%	*	*	*	*	80%	78%	*
Mathematics	2011	86%	92%	96%	84%	75%	75%	86%	*	*	*	*	60%	78%	*
	2010	86%	92%	95%	90%	90%	73%	95%	*	*	*	*	80%	89%	*
Science	2011	86%	92%	95%	79%	63%	73%	82%	*	*	*	*	20%	59%	*
	2010	87%	90%	95%	87%	90%	64%	93%	*	*	*	*	70%	78%	*
All Tests	2011	76%	85%	89%	73%	63%	67%	75%	*	*	*	*	20%	56%	*
	2010	75%	82%	90%	79%	60%	64%	88%	*	*	*	*	50%	67%	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	96%	95%	96%	93%	95%	*	> 99%	*	*	91%	92%	88%
	2010	90%	93%	96%	96%	91%	88%	98%	*	n/a	n/a	n/a	93%	92%	67%
Mathematics	2011	84%	88%	96%	92%	85%	90%	94%	*	> 99%	*	*	86%	80%	88%
	2010	84%	88%	94%	91%	85%	82%	93%	*	n/a	n/a	n/a	90%	89%	67%
Writing	2011	92%	94%	96%	93%	> 99%	> 99%	90%	*	*	*	*	> 99%	> 99%	*
	2010	93%	95%	96%	94%	93%	92%	94%	*	n/a	n/a	n/a	> 99%	95%	*
Science	2011	83%	84%	95%	79%	63%	73%	82%	*	*	*	*	20%	59%	*
	2010	82%	86%	95%	87%	90%	64%	93%	*	n/a	n/a	n/a	70%	78%	*
All Tests	2011	76%	81%	92%	84%	74%	83%	86%	*	> 99%	*	*	68%	68%	75%
	2010	76%	81%	91%	86%	76%	76%	89%	*	n/a	n/a	n/a	80%	85%	67%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	52%	46%	41%	21%	49%	*	80%	*	*	18%	26%	25%
	2010	32%	38%	46%	39%	30%	15%	44%	*	80%	*	*	23%	30%	< 1%
Mathematics	2011	29%	32%	49%	37%	33%	21%	40%	*	40%	*	*	18%	24%	25%
	2010	28%	31%	45%	38%	18%	24%	44%	*	60%	*	*	17%	28%	< 1%
Writing	2011	31%	39%	39%	15%	13%	< 1%	17%	*	*	*	*	< 1%	7%	*
	2010	32%	36%	37%	18%	14%	< 1%	20%	*	*	*	*	< 1%	18%	*
Science	2011	30%	33%	61%	34%	< 1%	18%	41%	*	*	*	*	< 1%	12%	*
	2010	28%	30%	57%	48%	40%	27%	55%	*	*	*	*	30%	44%	*
All Tests	2011	16%	19%	30%	20%	15%	10%	22%	*	20%	*	*	< 1%	12%	13%
	2010	15%	17%	26%	20%	9%	6%	23%	*	60%	*	*	3%	11%	< 1%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	85%	88%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*
Mathematics	2011	77%	83%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
	2010	75%	79%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*
Writing	2011	80%	88%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Science	2011	60%	60%	50%	*	*	*	*	*	*	*	*	*	*	*
	2010	58%	58%	50%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	87%	83%	*	*	*	*	*	*	*	83%	*	*
	2010	64%	69%	88%	80%	*	*	86%	*	*	*	*	80%	83%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	100.0%	98.8%	100.0%	100.0%	98.9%	*	83.3%	-	-	100.0%	100.0%	90.0%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	95.5%	93.4%	86.7%	90.0%	95.1%	*	83.3%	-	-	41.7%	78.2%	60.0%
Not on TAKS	7.6%	7.6%	4.6%	5.5%	13.3%	10.0%	3.8%	*	0.0%	-	-	58.3%	21.8%	30.0%
TAKS(Acc) Only	2.4%	2.1%	1.4%	2.7%	6.7%	6.7%	1.6%	*	0.0%	-	-	29.2%	10.9%	20.0%
TAKS-M Only	3.1%	3.4%	1.7%	1.6%	6.7%	3.3%	0.5%	*	0.0%	-	-	16.7%	7.3%	10.0%
TAKS-Alt Only	0.9%	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Combination	1.3%	1.4%	0.7%	1.2%	0.0%	0.0%	1.6%	*	0.0%	-	-	12.5%	3.6%	0.0%
By Acct Status														
Acct System	94.0%	95.7%	95.5%	94.1%	90.0%	96.7%	95.1%	*	83.3%	-	-	91.7%	90.9%	80.0%
Non-Acct System	4.6%	3.5%	4.4%	4.7%	10.0%	3.3%	3.8%	*	0.0%	-	-	8.3%	9.1%	10.0%
Mobile	4.6%	3.5%	4.3%	4.7%	10.0%	3.3%	3.8%	*	0.0%	-	-	8.3%	9.1%	10.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.0%	1.2%	0.0%	0.0%	1.1%	*	16.7%	-	-	0.0%	0.0%	10.0%
Absent	0.1%	0.1%	0.0%	0.8%	0.0%	0.0%	1.1%	*	0.0%	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.0%	0.4%	0.0%	0.0%	0.0%	*	16.7%	-	-	0.0%	0.0%	10.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	274	256	30	30	185	4	6	0	0	24	55	10
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	100.0%	99.6%	100.0%	100.0%	100.0%	*	85.7%	-	*	100.0%	100.0%	88.9%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	93.3%	92.9%	91.7%	87.5%	94.6%	*	85.7%	-	*	46.9%	81.4%	44.4%
Not on TAKS	7.8%	7.7%	6.1%	6.7%	8.3%	12.5%	5.4%	*	0.0%	-	*	53.1%	18.6%	44.4%
TAKS(Acc) Only	2.3%	1.8%	1.1%	2.0%	5.6%	2.5%	1.2%	*	0.0%	-	*	15.6%	5.1%	11.1%
TAKS-M Only	3.3%	3.8%	2.1%	3.6%	2.8%	7.5%	3.0%	*	0.0%	-	*	28.1%	11.9%	22.2%
TAKS-Alt Only	0.8%	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Combination	1.3%	1.3%	1.1%	1.2%	0.0%	2.5%	1.2%	*	0.0%	-	*	9.4%	1.7%	11.1%
By Acct Status														
Acct System	90.0%	91.0%	91.8%	88.5%	88.9%	77.5%	92.3%	*	71.4%	-	*	68.8%	79.7%	55.6%
Non-Acct System	8.6%	8.1%	7.9%	11.1%	11.1%	22.5%	7.7%	*	14.3%	-	*	31.3%	20.3%	33.3%
Mobile	4.4%	3.6%	4.7%	7.5%	8.3%	15.0%	4.8%	*	14.3%	-	*	3.1%	8.5%	11.1%
Non-Acct Test	4.2%	4.5%	3.1%	3.6%	2.8%	7.5%	3.0%	*	0.0%	-	*	28.1%	11.9%	22.2%
Not Tested	1.4%	0.9%	0.0%	0.4%	0.0%	0.0%	0.0%	*	14.3%	-	*	0.0%	0.0%	11.1%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	0.4%	0.0%	0.0%	0.0%	*	14.3%	-	*	0.0%	0.0%	11.1%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	262	253	36	40	168	1	7	0	1	32	59	9

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	60%	86%	*	*	*	*	*	*	*	*	*	*
	2010	50%	53%	67%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	43%	60%	27%	*	*	22%	*	*	*	*	*	33%	*
	2010	45%	52%	64%	46%	*	*	63%	*	*	*	*	60%	60%	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	109	98	*	*	*	*	*	*	*	*	*	*
	2010	86	90	124	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	66	91	49	*	*	44	*	*	*	*	*	56	*
	2010	70	77	102	76	*	*	82	*	*	*	*	*	*	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	5%	8%	13%	8%	8%	*	*	*	*	40%	17%	*
	2010	15%	10%	5%	10%	40%	9%	3%	*	*	*	*	20%	22%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	99%	97%	> 99%	92%	98%	*	*	*	*	80%	89%	*
	2010	92%	96%	98%	95%	80%	91%	> 99%	*	*	*	*	90%	89%	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	5%	16%	25%	25%	14%	*	*	*	*	40%	22%	*
	2010	14%	9%	5%	10%	10%	27%	5%	*	*	*	*	20%	11%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	98%	93%	88%	83%	96%	*	*	*	*	80%	78%	*
	2010	92%	95%	99%	92%	90%	73%	98%	*	*	*	*	90%	89%	*
English Language Learners Progress Indicator															
2010-11		80%	86%	> 99%	91%	*	88%	*	*	*	*	*	*	*	89%
2009-10		79%	85%	95%	78%	*	78%	*	*	*	*	*	*	75%	67%
Attendance Rate @															
2009-10		95.5%	95.9%	96.7%	96.0%	96.1%	96.4%	95.9%	*	95.9%	-	*	96.4%	95.7%	97.1%
2008-09		95.6%	95.9%	96.8%	95.8%	96.2%	96.3%	95.7%	-	n/a	n/a	n/a	94.7%	95.8%	96.0%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		503	100.0%	21,785	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.3%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	3.1%	3.0%	4.5%
	Kindergarten	70	13.9%	14.0%	8.5%	7.6%
	Grade 1	91	18.1%	14.8%	8.5%	7.9%
	Grade 2	84	16.7%	15.8%	8.8%	7.7%
	Grade 3	96	19.1%	15.9%	8.5%	7.6%
	Grade 4	83	16.5%	17.0%	7.9%	7.6%
	Grade 5	79	15.7%	15.0%	7.9%	7.6%
	Grade 6	0	0.0%	4.1%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.0%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	50	9.9%	5.4%	11.6%	12.9%
	Hispanic	55	10.9%	12.7%	30.8%	50.3%
	White	379	75.3%	75.4%	52.9%	31.2%
	Native American	6	1.2%	0.7%	0.9%	0.5%
	Asian	12	2.4%	3.2%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.1%	0.1%	0.1%
	Two or More Races	1	0.2%	2.6%	1.2%	1.6%
Economically Disadvantaged		102	20.3%	25.9%	41.5%	59.2%
Limited English Proficient (LEP)		19	3.8%	3.4%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		0	0.0%	0.2%	1.3%	1.9%
At-Risk		99	19.7%	21.5%	35.1%	46.3%
Mobility (2009-10)		72	15.4%	10.4%	17.1%	18.2%
Number of Students per Teacher		14.1	n/a	15.2	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	1.1%	2.4%	2.1%	2.3%	0.0%	17.3%	14.3%	10.7%
Grade 1	4.1%	2.1%	1.5%	4.7%	11.1%	5.4%	8.5%	8.9%
Grade 2	0.0%	1.1%	0.8%	2.8%	0.0%	3.1%	3.8%	4.1%
Grade 3	0.0%	0.9%	1.1%	2.0%	0.0%	1.2%	1.4%	1.8%
Grade 4	0.0%	0.3%	0.1%	1.1%	0.0%	0.6%	0.4%	0.9%
Grade 5	0.0%	0.6%	0.4%	1.3%	0.0%	0.9%	2.0%	1.3%
Grade 6	-	0.7%	0.1%	0.7%	-	0.0%	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	17.5	19.0	18.8	19.0
	Grade 1	18.0	18.7	18.9	18.9
	Grade 2	16.8	19.2	18.8	18.8
	Grade 3	19.2	18.9	19.1	18.8
	Grade 4	33.0	20.0	20.3	19.0
	Grade 5	23.3	21.4	21.9	21.4
	Grade 6	-	21.6	20.9	20.7
	Mixed Grades	45.5	43.2	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	47.4	100.0%	100.0%	100.0%	100.0%
Professional Staff:	41.4	87.4%	86.4%	72.3%	63.4%
Teachers	35.7	75.2%	73.3%	56.2%	50.5%
Professional Support	3.7	7.9%	9.0%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	4.2%	4.1%	2.7%	2.8%
Educational Aides:	6.0	12.6%	13.6%	7.9%	9.5%
Total Minority Staff:	9.0	19.0%	6.6%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	4.0	11.2%	1.1%	6.5%	9.3%
Hispanic	1.0	2.8%	3.4%	11.7%	23.7%
White	30.7	86.0%	94.4%	78.4%	63.9%
American Indian	0.0	0.0%	0.2%	0.8%	0.4%
Asian	0.0	0.0%	0.3%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.4%	2.1%	1.3%
Males	4.0	11.2%	4.1%	24.0%	23.2%
Females	31.7	88.8%	95.9%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	2.0	5.6%	3.2%	4.8%	6.0%
1-5 Years Experience	14.1	39.5%	24.4%	31.8%	30.0%
6-10 Years Experience	13.0	36.4%	20.4%	22.7%	21.1%
11-20 Years Experience	3.0	8.4%	31.8%	25.5%	25.0%
0ver 20 Years Experience	3.6	10.0%	20.1%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	7.8 yrs.	12.6 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	3.5 yrs.	8.3 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,570	$42,055	$45,521	$41,272
1-5 Years Experience	$46,958	$42,811	$47,448	$44,013
6-10 Years Experience	$47,417	$45,750	$48,287	$46,604
11-20 Years Experience	$54,136	$49,533	$51,852	$50,476
Over 20 Years Experience	$60,295	$55,804	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$49,045	$48,136	$51,120	$48,638
Professional Support	$56,348	$51,623	$55,177	$57,045
Campus Administration (School Leadership)	$69,404	$67,658	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	3.8	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$3,166,226	100.0%	$6,160	$3,322,782	100.0%	$6,465	$127,851,304	100.0%	$5,827
Instruction (11,95)	$2,312,228	73.0%	$4,498	$2,327,661	70.1%	$4,529	$97,588,010	76.3%	$4,448
Instructional-Related Services (12,13)	$141,926	4.5%	$276	$150,199	4.5%	$292	$5,314,238	4.2%	$242
Instructional Leadership (21)	$32,891	1.0%	$64	$32,891	1.0%	$64	$1,229,445	1.0%	$56
School Leadership (23)	$225,489	7.1%	$439	$227,026	6.8%	$442	$8,621,528	6.7%	$393
Support Services-Student (31,32,33)	$192,193	6.1%	$374	$202,180	6.1%	$393	$5,970,084	4.7%	$272
Other Campus Costs (35,36,51,52,53)	$261,499	8.3%	$509	$382,825	11.5%	$745	$9,127,999	7.1%	$416
By Program:									
Total Operating Expenditures	$2,904,727	100.0%	$5,651	$2,915,370	100.0%	$5,672	$117,241,507	100.0%	$5,343
Bilingual/ESL Education (25)	$40,071	1.4%	$78	$40,071	1.4%	$78	$1,121,278	1.0%	$51
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$3,856	0.0%	$0
Accelerated Education (24,30)	$116,135	4.0%	$226	$116,135	4.0%	$226	$8,129,748	6.9%	$371
Gifted & Talented Education (21)	$71,789	2.5%	$140	$71,789	2.5%	$140	$1,602,708	1.4%	$73
Regular Education (11)	$2,268,400	78.1%	$4,413	$2,268,400	77.8%	$4,413	$90,554,166	77.2%	$4,127
Special Education (23)	$408,332	14.1%	$794	$418,975	14.4%	$815	$15,824,576	13.5%	$721
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$450	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$4,725	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	19	3.8%	3.2%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	69	13.7%	7.4%	8.7%	7.7%
Special Education	39	7.8%	7.7%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	1.0	2.8%	0.9%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.3%	3.6%	4.0%
Compensatory Education	1.0	2.8%	3.8%	5.0%	2.9%
Gifted & Talented Education	1.0	2.8%	1.2%	1.7%	1.9%
Regular Education	29.1	81.5%	86.8%	68.0%	73.4%
Special Education	3.6	10.1%	7.0%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Econ	% Mobility	% Hispanic	% Afr_Amer	% LEP
001904102		FRANKSTON EL	FRANKSTON ISD	76.5	58.7	19.3	9.1	9.6	4.6
003907102		CENTRAL EL	CENTRAL ISD	74.6	65.0	15.6	17.4	5.1	6.4
034903101		HUGHES SPRINGS EL	HUGHES SPRINGS ISD	74.8	65.1	16.3	10.0	12.4	5.2
043901107		FLOSSIE FLOYD GREEN EL	ALLEN ISD	74.8	7.4	8.5	4.8	3.1	4.6
043907122		J B WILMETH EL	MCKINNEY ISD	76.4	5.2	7.5	8.4	7.0	2.0
043912102		JUDY RUCKER EL	PROSPER ISD	75.2	12.2	10.9	12.4	5.3	5.4
057916122		BOWIE EL	RICHARDSON ISD	75.8	12.9	6.9	13.1	6.3	5.7
060902101		COOPER EL	COOPER ISD	76.0	65.3	17.6	7.0	10.9	3.4
061901119	>	SAVANNAH EL	DENTON ISD	75.3	20.3	15.4	10.9	9.9	3.8
061911109		SAMUEL BECK EL	NORTHWEST ISD	76.1	9.6	7.9	13.8	1.6	2.5
070908106		MT PEAK EL	MIDLOTHIAN ISD	75.4	22.2	10.8	18.3	1.7	3.9
084910117		LLOYD R FERGUSON EL	CLEAR CREEK ISD	75.3	8.6	7.9	14.7	3.0	3.9
084910120		I W AND ELEANOR HYDE EL	CLEAR CREEK ISD	76.1	20.7	7.3	13.6	5.5	2.0
084910126		G W ROBINSON	CLEAR CREEK ISD	74.5	20.3	11.5	13.0	3.9	2.7
101907126		HAMILTON EL	CYPRESS-FAIRBANKS ISD	74.5	5.1	6.5	11.2	2.2	2.4
101907143		KEITH EL	CYPRESS-FAIRBANKS ISD	74.2	10.1	5.7	13.6	5.3	3.1
101913109		GREENTREE EL	HUMBLE ISD	76.0	11.0	7.3	12.6	4.6	4.1
102906101		ELYSIAN FIELDS EL	ELYSIAN FIELDS ISD	75.9	51.9	14.2	3.9	14.9	2.2
107902104		BROWNSBORO INT	BROWNSBORO ISD	75.7	53.0	15.0	12.4	9.8	2.1
126902111		IRENE CLINKSCALE EL	BURLESON ISD	77.0	32.9	19.6	14.6	3.3	1.2
126911042		GODLEY INT	GODLEY ISD	74.0	55.9	18.0	18.4	2.3	6.5
129901101		W A MARTIN EL	CRANDALL ISD	76.5	54.7	16.5	13.3	7.7	2.6
129902101		JOHNSON ELEMENTARY	FORNEY ISD	75.0	19.4	8.3	15.6	5.0	3.1
129902104		HENDERSON EL	FORNEY ISD	75.0	15.7	8.3	13.8	7.7	2.7
144902101		LEXINGTON ELEMENTARY SCH	LEXINGTON ISD	75.3	48.7	11.6	11.4	10.0	2.1
170902125		KAUFMAN EL	CONROE ISD	73.8	13.1	7.2	15.9	4.0	3.1
174908101		CENTRAL HEIGHTS EL	CENTRAL HEIGHTS ISD	76.4	41.3	12.4	15.0	4.8	6.1
175904101		DAWSON EL	DAWSON ISD	76.7	65.9	13.6	15.3	5.6	5.6
191901104		SUNDOWN LANE EL	CANYON ISD	76.6	55.9	16.7	18.6	2.0	1.0
199901101		VIRGINIA REINHARDT EL	ROCKWALL ISD	74.6	25.0	14.1	13.7	6.7	1.5
212904102		TROUP EL	TROUP ISD	73.9	56.2	13.6	10.8	11.0	4.1
220905103		BENBROOK EL	FORT WORTH ISD	76.4	32.7	12.5	17.2	5.4	4.1
220906109		GRAPEVINE EL	GRAPEVINE-COLLEYVILLE IS	76.0	8.8	5.2	11.9	2.3	2.7
220907101		KELLER-HARVEL EL	KELLER ISD	74.1	18.5	10.2	12.1	4.1	3.4
220907108		SHADY GROVE EL	KELLER ISD	76.4	4.2	9.0	9.3	3.3	2.1
220916119		BEDFORD HEIGHTS EL	HURST-EULESS-BEDFORD ISD	75.2	19.7	6.8	12.2	5.1	2.3
220919102		CARROLL EL	CARROLL ISD	74.9	1.0	9.0	9.4	1.8	1.2
227901119		HIGHLAND PARK EL	AUSTIN ISD	75.9	6.4	5.6	14.7	1.7	3.9
228901102		GROVETON EL	GROVETON ISD	75.5	59.9	17.8	12.1	6.1	3.5
230906102		NEW DIANA INT	NEW DIANA ISD	76.6	39.7	11.3	10.7	7.5	2.8
246913120		PARKSIDE EL	LEANDER ISD	75.5	9.3	6.7	12.8	4.3	1.8
		Group Average		75.4	25.9	10.4	12.7	5.4	3.4

*** Order of columns will vary on lists for other campuses ***

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
FRANKSTON EL	102	645	710	128	65	Q1	101	631	680	118	49	Q3
CENTRAL EL	201	668	705	114	37	Q2	205	645	704	120	59	Q2
HUGHES SPRINGS EL	153	652	684	61	32	Q4	153	637	689	58	52	Q2
FLOSSIE FLOYD GREEN	307	724	772	141	48	Q1	299	717	771	137	54	Q2
J B WILMETH EL	201	705	751	135	46	Q1	201	674	732	119	58	Q2
JUDY RUCKER EL	88	667	692	196	25	Q4	91	631	682	-	51	Q3
BOWIE EL	203	739	768	128	29	Q4	204	735	784	153	48	Q3
COOPER EL	107	648	668	83	20	Q4	108	628	662	78	33	Q4
> SAVANNAH EL	137	656	690	98	35	Q3	139	632	663	49	31	Q4
SAMUEL BECK EL	168	709	744	111	34	Q3	170	694	740	-	46	Q3
MT PEAK EL	167	675	723	136	48	Q1	165	653	714	134	61	Q2
LLOYD R FERGUSON EL	246	702	757	109	55	Q1	246	684	754	112	70	Q1
I W AND ELEANOR HYDE	173	675	713	90	38	Q2	176	667	729	145	62	Q2
G W ROBINSON	162	702	734	114	33	Q3	163	653	723	85	70	Q1
HAMILTON EL	297	711	760	147	49	Q1	298	696	776	102	80	Q1
KEITH EL	286	705	736	117	30	Q4	288	699	767	-	68	Q1
GREENTREE EL	257	662	721	145	59	Q1	257	660	721	120	61	Q2
ELYSIAN FIELDS EL	138	648	689	53	41	Q2	134	608	679	57	71	Q1
BROWNSBORO INT	295	675	704	86	29	Q4	297	664	707	76	43	Q4
IRENE CLINKSCALE EL	124	649	694	92	45	Q2	126	614	697	108	82	Q1
GODLEY INT	203	630	677	103	47	Q1	202	610	661	90	52	Q2
W A MARTIN EL	174	676	704	100	28	Q4	174	662	703	52	41	Q4
JOHNSON ELEMENTARY	242	707	744	89	37	Q2	243	690	742	102	52	Q2
HENDERSON EL	281	702	736	95	34	Q3	281	685	736	92	51	Q3
LEXINGTON ELEMENTARY	117	658	693	110	36	Q3	118	621	667	89	46	Q3
KAUFMAN EL	185	670	705	-18	35	Q3	183	622	708	95	86	Q1
CENTRAL HEIGHTS EL	192	676	709	41	33	Q3	193	656	690	56	34	Q4
DAWSON EL	98	664	722	123	59	Q1	97	644	678	73	35	Q4
SUNDOWN LANE EL	42	648	682	-1	34	Q3	41	649	699	120	50	Q3
VIRGINIA REINHARDT E	168	688	729	97	40	Q2	167	656	720	85	63	Q2
TROUP EL	153	679	716	142	37	Q2	153	673	714	61	41	Q4
BENBROOK EL	155	668	703	150	35	Q3	155	642	702	92	61	Q2
GRAPEVINE EL	149	686	750	104	64	Q1	146	643	718	88	75	Q1
KELLER-HARVEL EL	91	662	703	100	41	Q2	90	633	667	96	34	Q4
SHADY GROVE EL	99	685	720	71	35	Q3	99	631	713	85	82	Q1
BEDFORD HEIGHTS EL	274	711	757	149	46	Q1	278	697	755	123	58	Q2
CARROLL EL	101	717	748	-	31	Q4	101	681	776	-	95	Q1
HIGHLAND PARK EL	186	717	757	169	39	Q2	184	684	736	83	52	Q2
GROVETON EL	90	641	660	77	19	Q4	93	604	632	60	28	Q4
NEW DIANA INT	197	689	711	133	22	Q4	197	669	703	76	34	Q4
PARKSIDE EL	186	692	735	85	43	Q2	187	672	716	67	44	Q4
Group Average	172	686	725	103	40	--	172	665	721	87	57	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Savannah Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Savannah Elementary School's Mission Statement

Preparing for the Future, Today!

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Savannah Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	84	96	52	92	98	55		
3	AA	9	100	33	11	100	55		
3	Hispanic	9	89	22	7	86	43		
3	White	65	97	58	71	99	58		
3	Eco. Dis.	19	95	32	14	100	36		
3	SPED	7	86	14	7	100	14		
3	LEP C	2							
3	LEP M1								
3	LEP M2								
4	All	86	93	24	81	89	41		
4	AA	15	87	27	9	89	33		
4	Hispanic	14	86	0	9	100	11		
4	White	55	96	27	59	86	44		
4	Eco. Dis.	23	87	26	19	89	21		
4	SPED	6	100	17	9	89	22		
4	LEP C	3			2				
4	LEP M1								
4	LEP M2								
5	All	70	96	41	74	97	38		
5	AA	13	85	46	8	100	38		
5	Hispanic	11	91	36	12	92	17		
5	White	43	100	42	51	98	41		
5	Eco. Dis.	9	89	33	18	89	28		
5	SPED	7	86	43	3				
5	LEP C	0			2				
5	LEP M1								
5	LEP M2								

Savannah Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	84	94	19	73	92	16		
4	AA	14	93	14	8	100	13		
4	Hispanic	13	92	0	7	100	10		
4	White	55	95	22	54	89	0		
4	Eco. Dis.	21	95	19	14	100	7		
4	SPED	7	100	0	3				
4	LEP C	3			1				
4	LEP M1								
4	LEP M2								

Savannah Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	85	98	48	91	96	44		
3	AA	9	100	44	10	90	50		
3	Hispanic	9	100	22	7	100	29		
3	White	66	97	52	71	97	45		
3	Eco. Dis.	19	100	32	14	86	43		
3	SPED	8	100	0	6	100	17		
3	LEP C	2			4				
3	LEP M1								
3	LEP M2								
4	All	88	80	25	80	88	31		
4	AA	15	73	7	9	78	33		
4	Hispanic	15	67	13	10	90	10		
4	White	56	84	32	57	89	33		
4	Eco. Dis.	24	71	25	17	76	18		
4	SPED	8	63	13	7	71	14		
4	LEP C	4			2				
4	LEP M1								
4	LEP M2								
5	All	70	90	39	74	93	35		
5	AA	13	85	15	8	88	13		
5	Hispanic	11	73	45	12	83	25		
5	White	43	95	44	41	96	41		
5	Eco. Dis.	9	89	22	18	78	22		
5	SPED	7	86	29					
5	LEP C	0							
5	LEP M1								
5	LEP M2								

Savannah Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	70	89	49	72	81			
5	AA	13	85	38	8	63			
5	Hispanic	11	73	36	11	73			
5	White	43	93	53	51	84			
5	Eco. Dis.	10	90	50	17	65			
5	SPED	7	86	43					
5	LEP C	0							
5	LEP M1								
5	LEP M2								

Savannah Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Savannah Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- We used the AEIS website
- We used the TEA website

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- from 2007-2010 we have gained 201 students

Needs

- Savannah Elementary does not have a diverse group of students
- 72% of students are white
- 89% of staff are female
- 89% of teachers are white
- 3% of teachers are hispanic
- 8% of teachers are black

Summary of Needs

- According to the AEIS reports we do not have a diverse group of students or teachers on our campus

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- ELI K/1st
- teacher interviews
- Intervention program rosters and tracking
- TAKS data 5th Grade Students 3-5 scores
- Class Grades

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

Needs

Summary of Needs

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- classroom surveys
- classroom questionaires

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- grades K-2 feel safe at school
- grades K-2 feel respected by teachers
- teachers feel safe and respected at school
- all students are aware of school rules
- students are encouraged to join extracurricular activities

Needs

- grades 3-5 feel less safe at school
- grades 3-5 don't feel respected
- offer more extracurricular activities

Summary of Needs

- Educate students about bullying
- Educate students about respect
- Offer more extracurricular activites
- help students in grades 3-5 feel safer at school

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- 2009-2010 AEIS Report
- Teacher Surveys
- PLC Meetings

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Professional Development opprotunities are abundantly available.
- Many teachers on campus attend optional professional development sessions to better their teaching skills. (SALSA, LASSO, GT trainings, etc.)
- Several teachers on campus are in the process of or have completed Master's level degrees in the field of education.
- Observations of teacher performance are conducted throughout the year.
- Administrators take the time to conference with teachers about performance in formative and summative conferences.
- PLCs are used to monitor student progress and offer targeted instruction to meet student needs.
- RtI committee meets to discuss students identified as at-risk and develops plans of action.
- Grade level teams meet in vertical team meetings to discuss strengths, weaknesses and areas for improvement based on previous year's data.
- Teacher feedback, PRIDE reflections, and student data is used to determine areas of professional development.

Needs

- More experienced staff is needed on our campus.
- There is a need for more open communication within PLCs.
- The district's teacher mentor program is thought to be highly ineffective by teachers on our campus who have been through it.

Summary of Needs

- According to the AEIS report, our staff's average years of experience is 7.9 years. This compares to the district average of 10.3 years and the state average of 11.3 years. There is a need to consider teacher experience when adding staff to our campus.
- Though are PLCs are a strength, there is a need for more honest, open communication among teachers. Some teacher have a difficult time being honest and expressing areas of concern to colleagues. Teachers who are good at this skill could help other teachers in developing it by being a mentor or offering advice on how to express concerns respectfully.
- Teachers utilize PRIDE reflections to gauge their own development each year. Our campus also uses teacher feedback per grade level to determine short falls in student performance and selects engaging professional development to help bridge the gap. (i.e., Thinking Maps and Write From The Beginning trainings to improve writing standards campus wide)
- According to teacher feedback, new teachers felt that the district's First Year Teacher Academy and mentor program was not helpful, mainly reviewed points just learned in college programs, took time away from the classroom and students, created stress and only had a negative impact.
- Teachers thought the idea of a mentor program for new teachers was a good one, but is generally execute poorly. Some ideas for improvement included having mentors more thoughtfully selected by matching mentors who taught the same grade (maybe one above or below) as the new teacher. The mentors should ask what the new teachers feels they need help with, not simply review points the teacher might already be strong in. Also, mentors should be used as a source of support and helpfulness, they should not make new teachers feel even more overwhelmed and nervous by feeling that they are constantly "under a microscope." Unfortunately, none of the teachers surveyed were able to list one strength of the current mentor program.

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths **Needs**

Summary of Needs

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- 2010 Parent Survey
- Volunteer Log
- PTA Room Parent Recap

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- parent volunteers in grade k-2
- parent survey at beginning of the year
- dialoque with Mac and Meshell
- parent seminars
- FFSN, Gator Games, Sock Hop
- weekly newsletters

Needs

- 3-5 need parent volunteers
- parent volunteer training needed
- principal monthly newsletter (online)
- more parental involement in PTA
- use of automated system
- marque in back and keep updated

Summary of Needs

- teachers need to keep webist updated
- need a stable PTA with lots of parental involement
- solict to be adopeted by a business
- use e-alerts (have parents sign up at meet the teacher night)
- use automated system for everything
- have one teacher per grade level attend PTA meetings (rotate teachers)
- advertise in the community using their email blast, Savannah paper

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- Team Meeting Notes
- Team Leader Notes
- PLC Notes
- Committee Meeting Notes
- Benchmark/TAKS Scores
- ELI Scores
- SRI Scores
- Staff Meeting Notes

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- PLC's
- Target Time
- Tier Two Intervention
- Reading and Math Specialists
- Reading Recovery
- Most Teachers feel they have a voice
- provide a safe learning environment
- partner with families and the community

Needs

- Target Time Should Be in Morning (move to a.m.)
- No District Wide Voice
- Voice on how district benchmarks are scheduled
- District Tests Need to be Revised using teacher input
- *Postivie Parent Involvement and Participation***
- Teaching stratgies need to be vertically alligned
- Consistency with procedures and expectations across grade levels
- Dismissal duties need to be revamped

Summary of Needs

- Target Time should occur in the morning because children have lost focus by the end of the day and shut down easily.
- Teaching Stratgies need to be vertically aligned. For example, common math and reading strategies.
- Teachers don’t feel like the district benchmarks are adequete and test material that has not yet been covered. We don't need benchmarks that test what has not been taught, that's what preassesments are for.
- Parents need to be more involved in the betterment of our school and spend less time complaining.
- Campus expectations should be consistent across grade levels. Teachers should be held accountable for upholding expectations. For example, hallway behavior, gatorrific behavior, cafeteria manners, playground procedures, and dismissal.
- Dismissal duties need to be more evenly distributed. Too many teachers standing around for walker duty (ten counted the other day). They need to come walk students to cars as they finish walker duty, as more help is needed there.

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths **Needs**

Summary of Needs

Comprehensive Needs Assessment Summary of Priority Needs

Demographics:
According to the AEIS reports we do not have a diverse group of students or teachers on our campus

Student Achievement:

School Culture and Climate:
Educate students about bullying
Educate students about respect
Offer more extracurricular activites
help students in grades 3-5 feel safer at school

Teacher Quality:
According to the AEIS report, our staff's average years of experience is 7.9 years. This compares to the district average of 10.3 years and the state average of 11.3 years. There is a need to consider teacher experience when adding staff to our campus.
Though are PLCs are a strength, there is a need for more honest, open communication among teachers. Some teacher have a difficult time being honest and expressing areas of concern to colleagues. Teachers who are good at this skill could help other teachers in developing it by being a mentor or offering advice on how to express concerns respectfully.
Teachers utilize PRIDE reflections to gauge their own development each year. Our campus also uses teacher feedback per grade level to determine short falls in student performance and selects engaging professional development to help bridge the gap. (i.e., Thinking Maps and Write From The Beginning trainings to improve writing standards campus wide)
According to teacher feedback, new teachers felt that the district's First Year Teacher Academy and mentor program was not helpful, mainly reviewed points just learned in college programs, took time away from the classroom and students, created stress and only had a negative impact.
Teachers thought the idea of a mentor program for new teachers was a good one, but is generally execute poorly. Some ideas for improvement included having mentors more thoughtfully selected by matching mentors who taught the same grade (maybe one above or below) as the new teacher. The mentors should ask what the new teachers feels they need help with, not simply review points the teacher might already be strong in. Also, mentors should be used as a source of support and helpfulness, they should not make new teachers feel even more overwhelmed and nervous by feeling that they are constantly "under a microscope." Unfortunately, none of the teachers surveyed were able to list one strength of the current mentor program.

Curriculum, Instruction and Assessment:

School Content and Organization:

Target Time should occur in the morning because children have lost focus by the end of the day and shut down easily.

Teaching Stratgies need to be vertically aligned. For example, common math and reading strategies.

Teachers don’t feel like the district benchmarks are adequete and test material that has not yet been covered. We don't need benchmarks that test what has not been taught, that's what preassesments are for.

Parents need to be more involved in the betterment of our school and spend less time complaining.

Campus expectations should be consistent across grade levels. Teachers should be held accountable for upholding expectations. For example, hallway behavior, gatorrific behavior, cafeteria manners, playground procedures, and dismissal.

Dismissal duties need to be more evenly distributed. Too many teachers standing around for walker duty (ten counted the other day). They need to come walk students to cars as they finish walker duty, as more help is needed there.

Family and Community Involvement:

teachers need to keep webist updated

need a stable PTA with lots of parental involement

solict to be adopeted by a business

use e-alerts (have parents sign up at meet the teacher night)

use automated system for everything

have one teacher per grade level attend PTA meetings (rotate teachers)

advertise in the community using their email blast, Savannah paper

Technology:

Board Summary
Campus Improvement Plans
2011-12

Savannah Elementary School

Wildy Important Goals for 2011-12
WIG 1: One hundred percent of Savannah teachers will learn and implement weekly the school-wide problem solving strategy UPC Check by the end of the first semester of school resulting in improved student problem solving skills and student performance on assessment above the district and state averages at year's end.
WIG 2: One hundred percent of Savannah teachers will learn and implement weekly the school-wide writing program, Write from the Beginning, throughout the year resulting in improved student problem solving skills and student performance on assessment above the district and state averages at year's end.
WIG 3: A minimum of eighty percent of all students in all grades will master grade level appropriate Science vocabulary by the end of the year resulting in student performance above the district and state average on the state assessment.

Campus Improvement Plan
Savannah Elementary School

WIG 1

One hundred percent of Savannah teachers will learn and implement weekly the school-wide problem solving strategy UPC Check by the end of the first semester of school resulting in improved student problem solving skills and student performance on assessment above the district and state averages at year's end.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Professional Learning Community Professional Development opportunities will continue to focus on Math. **Person(s) Responsible:** Admin / Target team / Math Specialist **Completion Date:** Aug-June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	PLC Literature Target Team Classroom Teachers	[ ]	[ ]		Common Asseessment, Benchmarks	State assessment reports, Target Team End of Year Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
PLC teams will meet twice a month to review student math data and discuss best practices in math problem solving **Person(s) Responsible:** Admin/Target Team **Completion Date:** Aug-June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classroom Teachers Common Assessments	[ ]	[ ]		Common Assessments, Benchmarks	State assessment reports, Target Team End of Year Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Math Specialist will serve as a content coach for teachers. She will model and observe lessons giving feedback and suggestions as needed. **Person(s) Responsible:** Admin/Target Team / Teachers/Math Specialist **Completion Date:** Aug - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time Math Specialist ($25,819)	[ ]	[X]	.5	Schedules, coaching notes	PLC agendas, Common Assessment data, State assessment reports, Target Team End of Year Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
A thirty minute school wide targeted instruction period, Target Time, will be used to meet individual needs of students based upon common assessments. Target Time will be moved from 2:00 PM to 9:00 AM. **Person(s) Responsible:** PLC Teams **Completion Date:** Aug-June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Release time for planning Classroom coverage for teachers to plan	[ ]	[ ]		Common Assessment, Benchmarks, ELI, Kathy Richardson, TAKS	State assessment reports, Target Team End of Year Survey,	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
UPS and problem solving posters will be posted in every classroom. Students will be encouraged to refer to them and how to use each strategy when appropriate. **Person(s) Responsible:** Teachers, Math Specialist, Administration **Completion Date:** Aug-June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Posters Printing budget	[ ]	[ ]		Posted materials	Target Team End of Year Survey, State assessment reports, Appropriate EOY assessments.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers willl utilize Target the Question on a daily basis with their students. **Person(s) Responsible:** Administration, Math Specialist, Teachers **Completion Date:** Aug - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Target the Question Materials	[ ]	[ ]		Posted Target the Question materials	Common assessment data, State assessment reports	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Struggling students will be served in small groups by the Math Specialist. **Person(s) Responsible:** Math Specialst, Administration, Teachers **Completion Date:** Sept - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time, Schedules, Planning Math Specialist	[ ]	[ ]		Lesson plans	Common assessment data, State assessment reports	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Completed Survey	PLC Continuum Results, End of year Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Savannah Elementary School

WIG 2

One hundred percent of Savannah teachers will learn and implement weekly the school-wide writing program, Write from the Beginning, throughout the year resulting in improved student problem solving skills and student performance on assessment above the district and state averages at year's end.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teachers will receive initial Write from the Beginning training **Person(s) Responsible:** Teachers, Administration **Completion Date:** Aug - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Trainers, Write from the Begining Materials	[ ]	[ ]		Training schedule, sign in sheets	Student journal writing, various writing pieces from the year	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Write from the Beginning follow up trainings will be scheduled and offered throughout the year. **Person(s) Responsible:** Administration, Teachers **Completion Date:** AUG-JUNE **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Trainers, Time	[ ]	[ ]		Training schedule, sign in sheets	Student journal writing, various writing pieces from the year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Thinking Maps will be utilized to give students a strategy for organizing information and new learning. **Person(s) Responsible:** Teachers Administration **Completion Date:** AUG-JUNE **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Thinking Maps binder, Thinking Maps training	[ ]	[ ]		Professional Development sign in sheet, Grade level implementation plan	Common assessment data, benchmark data, state assessment reports	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will expose students to all four of the writing domains. (Narrative, Expository, Descriptive, and Persuasive) **Person(s) Responsible:** Teachers Administration **Completion Date:** August - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time, Write from the Beginning resource binder	[ ]	[ ]		Lesson plans	Student writing journals, student work samples	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Classroom wiritng proficiency will be assessed using the Writie from the Beginning profiecience rubric. **Person(s) Responsible:** Teachers, Administration **Completion Date:** Aug-June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time, Write from the Beginning resource binder	[ ]	[ ]		Lesson Plans	Class summary reports	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Writing Instruction will be supported in small group intervention groups. **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time, Reading Specialist ($27, 334), K-2 Literacy Groups($27,279)	[ ]	[X]	1	Lesson Plans, Intervention Schedules	Common assessments, student work samples	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Savannah Elementary School

WIG 3

A minimum of eighty percent of all students in all grades will master grade level appropriate Science vocabulary by the end of the year resulting in student performance above the district and state average on the state assessment.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will receive grade level appropriate instruction in science daily. **Person(s) Responsible:** Teachers **Completion Date:** August - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Gradelevel TEKS, Scope & Sequence	[ ]	[ ]		Lesson plans	Common assessments, benchmark data, end of year assessment data,	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Science vocabulary lists will be identified at each grade level. **Person(s) Responsible:** Teachers **Completion Date:** August - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Grade level TEKS, Scope & Sequence	[ ]	[ ]		Lesson Plans, completed vocabulary lists.	Common assessments, benchmark data, end of year assessment data,	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will utilize science vocabulary when writing in science notebooks **Person(s) Responsible:** Teachers **Completion Date:** August - June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Grade level TEKS, Scope & Sequence	[ ]	[ ]		Student wok samples	Common assessments, benchmark data, end of year assessment data,	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Students will utilize vocabulary knowledge when conducting science experiments. **Person(s) Responsible:** Teachers, Administration **Completion Date:** September - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Lesson Plans, classroom walk throughs	Common assessments, benchmark data, end of year assessment data,	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Savannah Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Chantae Hopkins
2) Classroom Teacher	Kathy Holt
3) Classroom Teacher	Yvonne Gentry
4) Classroom Teacher	Jeanetta Byrd
5) Classroom Teacher	
6) Classroom Teacher	Wendy Leidecker
7) Campus-based Nonteaching Professional	Melissa Weaver
8) Campus-based Paraprofessional and Operations Staff	Dechondrea Barron
9) District-level Professional	Cindy Carosone
10) Parent	Rebekka Bereuter
11) Parent	Michelle Martin
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	September 27, 2011	3:15PM	Savannah Library
2	October 18, 2011	3:15PM	Savannah Library
3	November 15, 2011	3:15PM	Savannah Library
4	January 31, 2012	3:15PM	Savannah Library
5	March 20, 2012	3:15PM	Savannah Library
6	May 22, 2012	3:15PM	Savannah Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: STEPHENS EL

Campus #: 061901123

2011 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Commended on Writing

Commended on Science

Comparable Improvement: Reading & Mathematics

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	96%	95%	89%	> 99%	95%	*	*	*	*	> 99%	91%	*
	2010	92%	97%	97%	99%	93%	> 99%	> 99%	*	*	*	*	> 99%	97%	> 99%
Mathematics	2011	88%	93%	94%	92%	89%	86%	95%	*	*	*	*	86%	82%	*
	2010	87%	93%	93%	89%	86%	78%	91%	*	*	*	*	80%	84%	80%
All Tests	2011	83%	91%	91%	91%	78%	86%	95%	*	*	*	*	86%	77%	*
	2010	84%	92%	92%	89%	86%	78%	91%	*	*	*	*	80%	84%	80%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	93%	88%	91%	> 99%	84%	*	*	*	*	67%	77%	*
	2010	86%	91%	94%	85%	60%	50%	92%	*	> 99%	*	*	60%	68%	*
Mathematics	2011	89%	94%	91%	88%	67%	90%	92%	*	*	*	*	50%	74%	*
	2010	89%	92%	95%	85%	60%	83%	88%	*	> 99%	*	*	60%	63%	*
Writing	2011	91%	94%	94%	93%	92%	88%	94%	*	*	*	*	83%	89%	*
	2010	92%	93%	95%	93%	90%	> 99%	92%	*	*	*	*	60%	89%	*
All Tests	2011	78%	86%	85%	79%	69%	80%	80%	*	*	*	*	33%	61%	*
	2010	78%	83%	87%	73%	60%	50%	76%	*	> 99%	*	*	40%	53%	*
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	94%	96%	83%	> 99%	98%	*	> 99%	*	*	> 99%	89%	*
	2010	86%	91%	93%	98%	> 99%	88%	> 99%	*	*	*	*	88%	94%	*
Mathematics	2011	86%	92%	93%	83%	67%	71%	86%	*	> 99%	*	*	> 99%	68%	*
	2010	86%	92%	94%	97%	> 99%	> 99%	95%	*	*	*	*	88%	94%	*
Science	2011	86%	92%	92%	97%	92%	86%	> 99%	*	> 99%	*	*	*	89%	*
	2010	87%	90%	93%	91%	83%	88%	93%	*	*	*	*	50%	83%	*
All Tests	2011	76%	85%	86%	82%	67%	71%	85%	*	> 99%	*	*	> 99%	68%	*
	2010	75%	82%	87%	91%	83%	88%	93%	*	*	*	*	50%	83%	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	95%	94%	91%	> 99%	93%	*	> 99%	*	*	89%	87%	*
	2010	90%	93%	96%	94%	83%	87%	97%	*	n/a	n/a	n/a	91%	90%	91%
Mathematics	2011	84%	88%	94%	91%	73%	83%	96%	*	> 99%	*	*	78%	78%	*
	2010	84%	88%	95%	90%	80%	87%	91%	*	n/a	n/a	n/a	78%	81%	82%
Writing	2011	92%	94%	94%	93%	92%	88%	94%	*	*	*	*	83%	89%	*
	2010	93%	95%	95%	93%	90%	> 99%	92%	*	n/a	n/a	n/a	60%	89%	*
Science	2011	83%	84%	92%	97%	92%	86%	> 99%	*	> 99%	*	*	*	89%	*
	2010	82%	86%	93%	91%	83%	88%	93%	*	n/a	n/a	n/a	50%	83%	*
All Tests	2011	76%	81%	89%	87%	71%	79%	92%	*	> 99%	*	*	72%	71%	*
	2010	76%	81%	90%	84%	77%	74%	86%	*	n/a	n/a	n/a	61%	75%	73%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	45%	49%	22%	38%	54%	*	71%	*	*	17%	27%	*
	2010	32%	38%	50%	48%	43%	30%	52%	*	43%	*	*	22%	35%	36%
Mathematics	2011	29%	32%	40%	42%	15%	25%	51%	*	57%	*	*	17%	24%	*
	2010	28%	31%	49%	38%	20%	22%	44%	*	57%	*	*	9%	19%	18%
Writing	2011	31%	39%	32%	37%	31%	50%	36%	*	*	*	*	17%	30%	*
	2010	32%	36%	38%	40%	10%	17%	46%	*	*	*	*	< 1%	26%	*
Science	2011	30%	33%	50%	43%	8%	29%	50%	*	80%	*	*	*	21%	*
	2010	28%	30%	54%	60%	83%	38%	62%	*	*	*	*	< 1%	44%	*
All Tests	2011	16%	19%	24%	25%	9%	17%	30%	*	43%	*	*	11%	12%	*
	2010	15%	17%	28%	25%	13%	13%	29%	*	29%	*	*	< 1%	12%	18%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	89%	*	*	*	*	*	*	*	89%	86%	*
	2010	85%	88%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*
Mathematics	2011	77%	83%	92%	88%	*	*	*	*	*	*	*	88%	86%	*
	2010	75%	79%	94%	79%	60%	*	83%	*	*	*	*	79%	80%	*
Writing	2011	80%	88%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	80%	87%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Science	2011	60%	60%	50%	*	*	*	*	*	*	*	*	*	*	*
	2010	58%	58%	50%	40%	*	*	*	*	*	*	*	40%	*	*
All Tests	2011	66%	73%	79%	78%	*	*	*	*	*	*	*	78%	71%	*
	2010	64%	69%	84%	64%	60%	*	67%	*	*	*	*	64%	70%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	100.0%	99.6%	100.0%	100.0%	99.4%	*	100.0%	-	*	100.0%	98.7%	*
By Test Version														
TAKS (1 or more)	91.0%	91.6%	93.1%	93.5%	89.2%	88.5%	94.9%	*	100.0%	-	*	26.3%	85.5%	*
Not on TAKS	7.6%	7.6%	6.9%	6.1%	10.8%	11.5%	4.5%	*	0.0%	-	*	73.7%	13.2%	*
TAKS(Acc) Only	2.4%	2.1%	1.4%	1.7%	0.0%	3.8%	1.9%	*	0.0%	-	*	21.1%	2.6%	*
TAKS-M Only	3.1%	3.4%	2.7%	3.9%	10.8%	7.7%	1.9%	*	0.0%	-	*	47.4%	10.5%	*
TAKS-Alt Only	0.9%	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	*
Combination	1.3%	1.4%	1.0%	0.4%	0.0%	0.0%	0.6%	*	0.0%	-	*	5.3%	0.0%	*
By Acct Status														
Acct System	94.0%	95.7%	95.7%	93.9%	91.9%	92.3%	94.2%	*	100.0%	-	*	94.7%	90.8%	*
Non-Acct System	4.6%	3.5%	4.3%	5.7%	8.1%	7.7%	5.1%	*	0.0%	-	*	5.3%	7.9%	*
Mobile	4.6%	3.5%	4.3%	5.7%	8.1%	7.7%	5.1%	*	0.0%	-	*	5.3%	7.9%	*
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	*
Not Tested	1.4%	0.8%	0.0%	0.4%	0.0%	0.0%	0.6%	*	0.0%	-	*	0.0%	1.3%	*
Absent	0.1%	0.1%	0.0%	0.4%	0.0%	0.0%	0.6%	*	0.0%	-	*	0.0%	1.3%	*
LEP Exempt	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	*
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	*
Total Count	3,231,780	15,537	272	230	37	26	156	2	7	0	2	19	76	4
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.7%	99.5%	100.0%	100.0%	99.3%	*	100.0%	-	-	100.0%	98.7%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	93.4%	91.2%	81.3%	88.5%	93.3%	*	100.0%	-	-	21.7%	81.6%	72.7%
Not on TAKS	7.8%	7.7%	6.2%	8.3%	18.8%	11.5%	6.0%	*	0.0%	-	-	78.3%	17.1%	27.3%
TAKS(Acc) Only	2.3%	1.8%	1.6%	1.8%	3.1%	0.0%	2.0%	*	0.0%	-	-	17.4%	3.9%	0.0%
TAKS-M Only	3.3%	3.8%	2.2%	6.0%	12.5%	11.5%	4.0%	*	0.0%	-	-	56.5%	11.8%	27.3%
TAKS-Alt Only	0.8%	0.7%	0.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Combination	1.3%	1.3%	1.0%	0.5%	3.1%	0.0%	0.0%	*	0.0%	-	-	4.3%	1.3%	0.0%
By Acct Status														
Acct System	90.0%	91.0%	92.0%	86.6%	81.3%	76.9%	89.3%	*	100.0%	-	-	43.5%	77.6%	72.7%
Non-Acct System	8.6%	8.1%	7.5%	12.9%	18.8%	23.1%	10.0%	*	0.0%	-	-	56.5%	21.1%	27.3%
Mobile	4.4%	3.6%	4.3%	6.9%	6.3%	11.5%	6.0%	*	0.0%	-	-	0.0%	9.2%	0.0%
Non-Acct Test	4.2%	4.5%	3.2%	6.0%	12.5%	11.5%	4.0%	*	0.0%	-	-	56.5%	11.8%	27.3%
Not Tested	1.4%	0.9%	0.3%	0.5%	0.0%	0.0%	0.7%	*	0.0%	-	-	0.0%	1.3%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.5%	0.0%	0.0%	0.7%	*	0.0%	-	-	0.0%	1.3%	0.0%
Total Count	3,175,337	14,816	309	217	32	26	150	1	7	0	0	23	76	11

District Name: DENTON ISD
Campus Name: STEPHENS EL
Campus #: 061901123

Total Students: 511
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	50%	90%	*	*	*	*	*	*	*	*	80%	*
	2010	50%	53%	67%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	43%	49%	50%	43%	*	56%	*	*	*	*	80%	33%	*
	2010	45%	52%	58%	50%	*	*	43%	*	*	*	*	*	38%	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	92	140	*	*	*	*	*	*	*	*	*	*
	2010	86	90	123	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	66	85	82	40	*	97	*	*	*	*	*	65	*
	2010	70	77	91	80	*	*	91	*	*	*	*	*	53	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	7%	4%	17%	< 1%	2%	*	< 1%	*	*	< 1%	11%	*
	2010	15%	10%	8%	2%	< 1%	13%	< 1%	*	*	*	*	13%	6%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	98%	99%	92%	> 99%	> 99%	*	> 99%	*	*	> 99%	95%	*
	2010	92%	96%	97%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	7%	18%	33%	29%	15%	*	< 1%	*	*	< 1%	32%	*
	2010	14%	9%	8%	3%	< 1%	< 1%	5%	*	*	*	*	13%	6%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	98%	92%	67%	71%	> 99%	*	> 99%	*	*	> 99%	79%	*
	2010	92%	95%	97%	97%	> 99%	> 99%	95%	*	*	*	*	88%	94%	*
English Language Learners Progress Indicator															
2010-11		80%	86%	95%	89%	*	*	*	*	*	*	*	*	> 99%	*
2009-10		79%	85%	94%	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
Attendance Rate @															
2009-10		95.5%	95.9%	96.5%	96.6%	96.2%	96.1%	96.7%	*	98.2%	-	*	96.3%	96.1%	97.5%
2008-09		95.6%	95.9%	96.8%	96.8%	96.3%	96.5%	97.0%	*	n/a	n/a	n/a	95.7%	95.5%	97.5%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		511	100.0%	21,610	23,832	4,912,385
Students By Grade:	Early Childhood Education	8	1.6%	0.5%	0.4%	0.3%
	Pre-Kindergarten	34	6.7%	3.6%	3.0%	4.5%
	Kindergarten	67	13.1%	15.1%	8.5%	7.6%
	Grade 1	84	16.4%	15.2%	8.5%	7.9%
	Grade 2	84	16.4%	16.0%	8.8%	7.7%
	Grade 3	74	14.5%	16.8%	8.5%	7.6%
	Grade 4	82	16.0%	18.8%	7.9%	7.6%
	Grade 5	78	15.3%	12.1%	7.9%	7.6%
	Grade 6	0	0.0%	1.6%	7.2%	7.4%
	Grade 7	0	0.0%	0.2%	7.1%	7.3%
	Grade 8	0	0.0%	0.2%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	75	14.7%	9.3%	11.6%	12.9%
	Hispanic	72	14.1%	15.9%	30.8%	50.3%
	White	344	67.3%	67.3%	52.9%	31.2%
	Native American	6	1.2%	0.7%	0.9%	0.5%
	Asian	13	2.5%	3.9%	2.6%	3.4%
	Pacific Islander	1	0.2%	0.1%	0.1%	0.1%
	Two or More Races	0	0.0%	2.7%	1.2%	1.6%
Economically Disadvantaged		185	36.2%	33.2%	41.5%	59.2%
Limited English Proficient (LEP)		10	2.0%	5.0%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		0	0.0%	0.1%	1.3%	1.9%
At-Risk		62	12.1%	26.0%	35.1%	46.3%
Mobility (2009-10)		65	16.4%	11.9%	17.1%	18.2%
Number of Students per Teacher		14.8	n/a	15.0	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	3.6%	2.7%	2.1%	2.3%	0.0%	11.5%	14.3%	10.7%
Grade 1	0.0%	2.0%	1.5%	4.7%	0.0%	7.1%	8.5%	8.9%
Grade 2	0.0%	1.1%	0.8%	2.8%	0.0%	3.3%	3.8%	4.1%
Grade 3	0.0%	0.9%	1.1%	2.0%	0.0%	1.5%	1.4%	1.8%
Grade 4	0.0%	0.4%	0.1%	1.1%	0.0%	1.1%	0.4%	0.9%
Grade 5	1.9%	0.5%	0.4%	1.3%	0.0%	1.1%	2.0%	1.3%
Grade 6	-	0.0%	0.1%	0.7%	-	0.0%	3.7%	1.2%
Grade 7	-	0.0%	0.2%	1.0%	-	0.0%	1.4%	1.4%
Grade 8	-	0.0%	0.1%	1.2%	-	25.0%	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	17.3	19.0	18.8	19.0
	Grade 1	20.8	18.9	18.9	18.9
	Grade 2	22.0	19.1	18.8	18.8
	Grade 3	19.2	19.0	19.1	18.8
	Grade 4	20.5	19.6	20.3	19.0
	Grade 5	22.0	20.7	21.9	21.4
	Grade 6	-	19.4	20.9	20.7
	Mixed Grades	6.0	44.0	19.2	23.9
Secondary:	English/Language Arts	-	17.2	20.4	17.3
	Foreign Languages	-	13.2	18.8	19.0
	Mathematics	-	9.1	19.4	17.9
	Science	-	12.2	22.9	19.0
	Social Studies	-	12.2	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	47.7	100.0%	100.0%	100.0%	100.0%
Professional Staff:	42.7	89.5%	85.7%	72.3%	63.4%
Teachers	34.6	72.5%	72.8%	56.2%	50.5%
Professional Support	6.1	12.8%	8.9%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	4.2%	3.9%	2.7%	2.8%
Educational Aides:	5.0	10.5%	14.3%	7.9%	9.5%
Total Minority Staff:	2.6	5.4%	9.0%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.7%	6.5%	9.3%
Hispanic	2.6	7.5%	3.3%	11.7%	23.7%
White	29.0	83.8%	91.1%	78.4%	63.9%
American Indian	0.0	0.0%	0.5%	0.8%	0.4%
Asian	0.0	0.0%	1.2%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	3.0	8.7%	1.1%	2.1%	1.3%
Males	5.0	14.4%	5.8%	24.0%	23.2%
Females	29.6	85.6%	94.2%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	2.0	5.8%	5.6%	4.8%	6.0%
1-5 Years Experience	13.0	37.5%	28.4%	31.8%	30.0%
6-10 Years Experience	5.0	14.5%	21.6%	22.7%	21.1%
11-20 Years Experience	9.6	27.7%	28.8%	25.5%	25.0%
0ver 20 Years Experience	5.0	14.4%	15.6%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	9.3 yrs.	11.1 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	4.6 yrs.	7.0 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,600	$37,887	$45,521	$41,272
1-5 Years Experience	$47,273	$42,423	$47,448	$44,013
6-10 Years Experience	$48,727	$44,733	$48,287	$46,604
11-20 Years Experience	$51,135	$48,849	$51,852	$50,476
Over 20 Years Experience	$60,726	$56,127	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$50,458	$46,654	$51,120	$48,638
Professional Support	$49,127	$51,386	$55,177	$57,045
Campus Administration (School Leadership)	$72,423	$69,179	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	1.2	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$3,276,193	100.0%	$6,985	$3,448,859	100.0%	$7,354	$128,168,880	100.0%	$6,118
Instruction (11,95)	$2,341,977	71.5%	$4,994	$2,368,635	68.7%	$5,050	$95,237,062	74.3%	$4,546
Instructional-Related Services (12,13)	$136,877	4.2%	$292	$136,877	4.0%	$292	$4,972,868	3.9%	$237
Instructional Leadership (21)	$39,938	1.2%	$85	$39,938	1.2%	$85	$1,428,036	1.1%	$68
School Leadership (23)	$222,620	6.8%	$475	$223,196	6.5%	$476	$8,942,138	7.0%	$427
Support Services-Student (31,32,33)	$244,464	7.5%	$521	$250,744	7.3%	$535	$6,119,996	4.8%	$292
Other Campus Costs (35,36,51,52,53)	$290,317	8.9%	$619	$429,469	12.5%	$916	$11,468,780	8.9%	$547
By Program:									
Total Operating Expenditures	$2,985,876	100.0%	$6,366	$2,994,342	100.0%	$6,385	$115,573,123	100.0%	$5,517
Bilingual/ESL Education (25)	$42,303	1.4%	$90	$42,303	1.4%	$90	$960,711	0.8%	$46
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$8,878	0.0%	$0
Accelerated Education (24,30)	$124,009	4.2%	$264	$124,981	4.2%	$266	$9,235,376	8.0%	$441
Gifted & Talented Education (21)	$40,575	1.4%	$87	$40,575	1.4%	$87	$1,611,630	1.4%	$77
Regular Education (11)	$2,066,354	69.2%	$4,406	$2,066,354	69.0%	$4,406	$87,028,551	75.3%	$4,154
Special Education (23)	$712,635	23.9%	$1,519	$720,129	24.0%	$1,535	$16,713,454	14.5%	$798
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$14,523	0.0%	$1

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	10	2.0%	4.5%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.1%	16.7%	21.0%
Gifted & Talented Education	25	4.9%	5.7%	8.7%	7.7%
Special Education	47	9.2%	8.5%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	1.0%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.6%	4.0%
Compensatory Education	1.0	2.9%	4.3%	5.0%	2.9%
Gifted & Talented Education	1.0	2.9%	0.6%	1.7%	1.9%
Regular Education	27.0	78.1%	85.3%	68.0%	73.4%
Special Education	5.6	16.2%	8.8%	12.0%	9.1%
Other	0.0	0.0%	0.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Econ	% Mobility	% Afr_Amer	% Hispanic	% LEP
014903109		SPARTA EL	BELTON ISD	69.0	45.2	9.4	4.1	20.0	1.0
019902102		HOOKS EL	HOOKS ISD	69.0	61.5	19.1	15.8	9.1	4.0
019905101		CRESTVIEW EL	NEW BOSTON ISD	67.9	60.6	17.4	20.6	5.5	0.3
021901107		PEBBLE CREEK EL	COLLEGE STATION ISD	67.5	20.8	8.8	12.8	7.6	2.8
021901109		CREEK VIEW EL	COLLEGE STATION ISD	66.4	23.0	9.5	7.4	15.4	6.0
025901101		J B STEPHENS EL	BANGS ISD	66.8	61.4	15.5	4.5	24.5	1.9
043905102		ROGERS ELEMENTARY	FRISCO ISD	68.9	15.9	7.6	7.6	15.9	3.4
043905111		SPEARS ELEMENTARY	FRISCO ISD	67.5	9.3	10.3	5.5	15.3	4.5
043905121		CORBELL EL	FRISCO ISD	68.8	9.6	6.7	8.7	13.4	3.8
043912103		JOHN A BAKER	PROSPER ISD	68.4	17.2	10.0	12.8	12.2	6.4
043918103		NESMITH EL	COMMUNITY ISD	66.6	27.9	11.1	6.7	22.7	10.1
061901106		MCNAIR EL	DENTON ISD	66.0	19.0	9.9	10.2	17.2	5.2
061901123	>	STEPHENS EL	DENTON ISD	67.3	36.2	16.4	14.7	14.1	2.0
061902119		ETHRIDGE EL	LEWISVILLE ISD	65.7	17.7	9.5	5.7	19.9	4.0
061911117		CLARA LOVE EL	NORTHWEST ISD	65.8	34.4	15.5	11.0	19.6	6.4
065901101		CLARENDON EL	CLARENDON ISD	66.0	67.6	17.3	11.8	17.2	1.7
074903102		EVANS EL	BONHAM ISD	66.9	66.0	12.6	8.0	20.2	5.3
079907125		PECAN GROVE EL	FORT BEND ISD	66.1	13.5	9.1	7.1	18.9	6.0
084910105		BAY EL	CLEAR CREEK ISD	67.8	40.6	12.7	5.8	20.1	6.9
084910115		WALTER HALL EL	CLEAR CREEK ISD	66.4	20.3	8.6	7.8	18.0	3.1
084910129		SANDRA MOSSMAN EL	CLEAR CREEK ISD	68.7	17.2	11.7	6.7	17.3	6.4
100905102		CHINA EL	HARDIN-JEFFERSON ISD	67.5	54.4	12.2	16.6	15.6	10.1
101803041		WEST HOUSTON CHARTER	ARISTOI CLASSICAL ACADEM	67.2	28.9	15.5	8.2	18.4	0.0
101907153		SWENKE EL	CYPRESS-FAIRBANKS ISD	65.8	9.3	7.0	7.4	16.9	8.2
166902101		GAUSE EL	GAUSE ISD	65.7	55.8	13.0	9.9	18.2	1.7
174903101		GARRISON ELEMENTARY	GARRISON ISD	66.1	52.2	14.0	18.0	12.5	6.7
187907101		LIVINGSTON INT	LIVINGSTON ISD	66.3	63.6	15.7	11.7	18.8	8.3
188901142		WOODLANDS ELEMENTARY	AMARILLO ISD	67.5	21.6	9.7	3.8	16.7	2.6
212801101		CUMBERLAND ACADEMY	CUMBERLAND ACADEMY	67.7	37.0	16.1	18.9	7.8	0.0
212905109		OWENS ELEMENTARY	TYLER ISD	66.9	32.9	12.5	13.9	14.1	3.8
212905125		DR BRYAN C JACK ELEMENTA	TYLER ISD	67.2	30.5	14.0	15.8	9.3	2.2
220902107		SMITHFIELD EL	BIRDVILLE ISD	66.9	36.8	13.1	6.4	21.9	2.0
220906111		GLENHOPE EL	GRAPEVINE-COLLEYVILLE IS	67.8	26.6	7.1	11.1	12.9	5.1
220907119		WOODLAND SPRINGS EL	KELLER ISD	65.6	16.0	8.5	9.2	14.7	4.5
220907124		EAGLE RIDGE EL	KELLER ISD	66.5	7.6	12.0	8.1	10.3	6.0
220908103		TARVER-RENDON EL	MANSFIELD ISD	68.9	47.9	15.8	5.5	20.6	9.5
220920106		FINE ARTS ACADEMY	WHITE SETTLEMENT ISD	68.8	39.2	6.4	5.6	19.3	1.5
230902102		GILMER EL	GILMER ISD	68.0	62.2	17.5	13.8	12.7	9.1
234907101		EARNEST O WOODS INT	WILLS POINT ISD	68.0	65.3	15.4	5.3	20.3	7.5
243902101		DINSMORE EL	ELECTRA ISD	66.8	63.6	14.9	5.4	18.5	1.1
243905111		FOWLER EL	WICHITA FALLS ISD	67.7	36.2	11.6	4.6	16.4	2.8
		Group Average		67.3	33.2	11.9	9.3	15.9	5.0

*** Order of columns will vary on lists for other campuses ***

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
SPARTA EL	194	666	700	87	35	Q3	195	665	705	78	40	Q3
HOOKS EL	53	619	662	76	43	Q2	53	589	605	55	16	Q4
CRESTVIEW EL	175	626	677	88	52	Q1	177	609	660	90	50	Q3
PEBBLE CREEK EL	117	690	735	107	45	Q2	117	664	728	107	64	Q1
CREEK VIEW EL	125	663	697	60	34	Q3	124	625	737	162	112	Q1
J B STEPHENS EL	78	624	681	-	57	Q1	79	589	625	72	36	Q4
ROGERS ELEMENTARY	231	692	727	142	35	Q3	232	666	705	107	40	Q3
SPEARS ELEMENTARY	217	721	760	121	39	Q3	218	702	745	99	43	Q3
CORBELL EL	157	685	732	104	46	Q1	155	667	723	119	55	Q2
JOHN A BAKER	103	669	690	-	21	Q4	100	638	681	149	43	Q3
NESMITH EL	94	648	685	91	37	Q3	94	625	669	69	44	Q3
MCNAIR EL	184	680	728	196	47	Q1	186	663	728	99	66	Q1
> STEPHENS EL	136	672	726	140	54	Q1	137	623	688	82	65	Q1
ETHRIDGE EL	128	672	723	102	52	Q1	125	633	691	123	59	Q2
CLARA LOVE EL	197	646	700	97	54	Q1	197	615	679	75	64	Q1
CLARENDON EL	55	661	700	38	39	Q3	58	606	679	93	72	Q1
EVANS EL	360	665	703	72	37	Q3	366	637	692	71	56	Q2
PECAN GROVE EL	165	679	707	107	27	Q4	166	652	706	88	54	Q2
BAY EL	196	661	711	84	50	Q1	197	644	727	105	83	Q1
WALTER HALL EL	143	683	727	94	44	Q2	152	646	687	75	41	Q3
SANDRA MOSSMAN EL	232	682	723	177	41	Q2	231	653	698	84	45	Q3
CHINA EL	89	651	672	92	21	Q4	90	602	672	70	70	Q1
WEST HOUSTON CHARTER	107	680	734	79	54	Q1	108	639	663	61	24	Q4
SWENKE EL	229	707	741	100	34	Q3	229	689	756	205	67	Q1
GAUSE EL	83	695	740	83	45	Q2	81	698	735	78	37	Q4
GARRISON ELEMENTARY	91	648	679	47	31	Q4	92	642	669	76	27	Q4
LIVINGSTON INT	514	633	641	66	7	Q4	518	617	647	50	30	Q4
WOODLANDS ELEMENTARY	77	715	729	-	14	Q4	77	686	741	-10	55	Q2
CUMBERLAND ACADEMY	84	652	687	111	35	Q3	86	614	641	86	27	Q4
OWENS ELEMENTARY	166	675	722	96	47	Q1	167	643	708	100	65	Q1
DR BRYAN C JACK ELEM	173	694	736	82	43	Q2	175	677	736	92	59	Q2
SMITHFIELD EL	145	661	703	134	42	Q2	145	646	686	69	40	Q3
GLENHOPE EL	131	709	751	152	41	Q2	131	688	742	99	54	Q2
WOODLAND SPRINGS EL	136	669	678	110	9	Q4	134	599	638	60	40	Q3
EAGLE RIDGE EL	122	677	685	110	8	Q4	123	624	689	113	65	Q1
TARVER-RENDON EL	97	648	692	27	45	Q2	99	627	651	69	24	Q4
FINE ARTS ACADEMY	127	697	725	26	28	Q4	126	661	701	35	41	Q3
GILMER EL	147	612	646	101	34	Q3	148	574	635	87	61	Q2
EARNEST O WOODS INT	156	616	648	29	33	Q4	158	553	628	87	75	Q1
DINSMORE EL	32	605	650	91	46	Q1	35	571	621	58	50	Q3
FOWLER EL	200	668	718	76	51	Q1	201	662	721	67	59	Q2
Group Average	149	667	703	86	36	--	150	640	692	77	52	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Olive Stephens Elementary School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Olive Stephens Elementary School's Mission Statement

"Building a Community of Learners for Life"

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Olive Stephens Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	70	99	66	63	95	41		
3	AA	10	90	70	7	86	14		
3	Hispanic	9	100	67	7	100	29		
3	White	48	100	63	45	96	47		
3	Eco. Dis.	27	96	59	19	89	32		
3	SPED	3			4				
3	LEP C	4			1				
3	LEP M1								
3	LEP M2								
4	All	75	85	39	70	89	49		
4	AA	12	67	25	10	90	20		
4	Hispanic	6	50	17	10	100	40		
4	White	52	92	42	48	85	54		
4	Eco. Dis.	21	71	19	23	78	30		
4	SPED	4			2				
4	LEP C	2			1				
4	LEP M1								
4	LEP M2								
5	All	57	98	49	82	98	57		
5	AA	6	100	33	14	86	43		
5	Hispanic	7	86	14	7	100	43		
5	White	43	100	56	56	100	61		
5	Eco. Dis.	18	94	33	23	91	30		
5	SPED	3			3				
5	LEP C	2			1				
5	LEP M1								
5	LEP M2								

Olive Stephens Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	73	93	41	70	94	37		
4	AA	11	91	9	12	92	33		
4	Hispanic	6	100	17	8	88	50		
4	White	52	92	44	48	96	35		
4	Eco. Dis.	20	90	25	24	92	33		
4	SPED	3			2				
4	LEP C	2			1				
4	LEP M1								
4	LEP M2								

Olive Stephens Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	70	90	40	63	90	38		
3	AA	10	90	30	7	86	0		
3	Hispanic	9	78	22	7	86	43		
3	White	48	92	40	45	93	47		
3	Eco. Dis.	27	85	26	19	79	32		
3	SPED	3			4				
3	LEP C	4			1				
3	LEP M1								
3	LEP M2								
4	All	74	84	29	73	88	42		
4	AA	11	64	0	11	64	27		
4	Hispanic	6	83	0	10	90	20		
4	White	52	87	37	50	92	50		
4	Eco. Dis.	20	70	15	24	75	29		
4	SPED	3			3				
4	LEP C	2			1				
4	LEP M1								
4	LEP M2								
5	All	57	96	57	82	91	45		
5	AA	6	100	50	14	64	14		
5	Hispanic	7	86	43	7	71	14		
5	White	43	98	60	56	100	54		
5	Eco. Dis.	18	89	28	23	78	13		
5	SPED	3			3				
5	LEP C	2			1				
5	LEP M1								
5	LEP M2								

Olive Stephens Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	56	96	65	80	96	45		
5	AA	6	83	83	13	85	15		
5	Hispanic	6	100	50	7	86	29		
5	White	43	98	70	54	100	52		
5	Eco. Dis.	17	88	59	24	88	33		
5	SPED	3			2				
5	LEP C	1			1				
5	LEP M1								
5	LEP M2								

Olive Stephens Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Olive Stephens Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- E-School Data
- At-Risk Student Reports
- AEIS Report
- Free and Reduced Lunch Rates

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Diverse population
- Inclusion
- Mentoring
- School-Wide Counseling

Needs

- More D.I. strategies to reach various learners
- Staff Development on SES Needs
- More male mentors
- More diverse staff

Summary of Needs

- More diverse staff
- Recruitment for more male mentors for our students in need

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- ELI
- TAKS
- Grade Level PLC agenda/minutes
- Kathy Richardson
- AWARE
- TELPAS
- Target Time Data
- Benchmarks

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Target Time Interventions
- ELI in Grades K - 2
- 3rd and 5th Reading TAKS Scores
- 3rd grade Math TAKS Scores
- 5th grade Science TAKS Scores

Needs

- Common Assessments
- Math K - 2 Interventions
- Better prep for Target Time
- Unpacking TEKS
- Technology in Instruction

Summary of Needs

- Staff Development opportunities for common assessments
- Implementation of common assessments in math
- More unpacking of TEKS (essentials) with grade levels
- Technology Staff Developments for instruction implementation

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Staff Surveys
- Student Survey
- Parent Survey
- Campus Mission, Vision, Values, Goals

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Parents feel welcomed by the staff
- Staff rapport is strong
- Students feel safe and valued
-

Needs

- Continued collaboration
- Better parent communication
- Universal strategies for behavior management
- Continued revision of mission, vision, values, goals

Summary of Needs

- Better communication to parents via staff and administration
- Staff team building with new administration coming in for 2011-2012
- Implementation of CHAMPS for universal behavior management strategies
- Update campus mission, vision, values and goals as a new staff for 2011-2012

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- Staff Turnover data
- Walk-Thrus
- First Year Teacher Meetings
- Pride Observations and Evaluations
- Teacher Mentors
- PLC Tuesday Meetings
- Formative and Summative Goals
- Staff Development Participation
- School visits to watch master teachers

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Very Little Staff Turnover
- Staff Vertical PLC meetings
- Power Tuesday PLC meetings
- Outside training and growth
- Strong interventionist
- Teacher collaboration

Needs

- Teacher shifts to reflect needs
- Recruit more minority staff
- Better Staff Development

Summary of Needs

- Making appropriate grade level shifts based on student/teacher needs
- Recruiting staff members based on quality and diversity
- Implementing better staff development opportunities to meet needs

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- Unpacked Math TEKS
- Power PLC minutes
- Eduphoria and Scope and Sequence
- ELI
- Benchmarks
- Vertical PLC meetings

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Strong K-2 Interventions
- Reading Strategies
- PLC Meetings to discuss strategies

Needs

- Common Assessments
- Better Data Dissagregation
- Time for Teachers to Plan
- Better Prep for Target Time

Summary of Needs

- Staff Development Opportunities for creating common assessments
- Implementation of grade level common assessments for math

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- Adopt a School Data
- Parent Survey
- Mentor Feedback
- Volunteer Hours/Log
- PTA
- Teacher Survey

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Assessing Needs of at-risk students
- Matching Resources with those needs
- PTA
- Started Off-Site After School Tutoring

Needs

- Involve the parents and community in the decision making process
- Find more community adopters
- More involvement with off site tutoring program

Summary of Needs

- More community input and involvement in the decision making.
- Need to seek more involvement with our at-risk community.

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- Teacher Surveys
- School Map
- Master Schedules
- Team Leader Meeting Minutes
- Meeting Minutes (Faculty/Team)

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Teacher ownership of duties
- Teacher collaboration with class lists

Needs

- More teacher input for schedule

Summary of Needs

- Teachers need more input on the grade level master schedules

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- Technology Budget
- Classroom Walks
- Staff Development

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Internet Resources with Instruction
- Classworks
- Technology integration for students with communication disorders
-

Needs

- Better Integration
- More Interactive Technology
- More Staff Development
- Better Website for School

Summary of Needs

- Updated webpages for teacher and school communication
- More interactive resources (smartboards, ipads, mobi)
- More Staff Development opportunities for technology integration

Comprehensive Needs Assessment Summary of Priority Needs
Olive Stephens Elementary School

Demographics:
More diverse staff
Recruitment for more male mentors for our students in need

School Culture and Climate:
Better communication to parents via staff and administration
Staff team building with new administration coming in for 2011-2012
Implementation of CHAMPS for universal behavior management strategies
Update campus mission, vision, values and goals as a new staff for 2011-2012

Curriculum, Instruction and Assessment:
Staff Development Opportunities for creating common assessments
Implementation of grade level common assessments for math

School Content and Organization:
Teachers need more input on the grade level master schedules

Student Achievement:
Staff Development opportunities for common assessments
Implementation of common assessments in math
More unpacking of TEKS (essentials) with grade levels
Technology Staff Developments for instruction implementation

Teacher Quality:
Making appropriate grade level shifts based on student/teacher needs
Recruiting staff members based on quality and diversity
Implementing better staff development opportunities to meet needs

Family and Community Involvement:
More community input and involvement in the decision making.
Need to seek more involvement with our at-risk community.

Technology:
Updated webpages for teacher and school communication
More interactive resources (smartboards, ipads, mobi)
More Staff Development opportunities for technology integration

Board Summary
Campus Improvement Plans
2011-12

Olive Stephens Elementary School

Wildy Important Goals for 2011-12
WIG 1: Through the implementation of CHAMPS, by May 2012, office referrals will decrease 20% from 128 to 100. (Board Goal III)
WIG 2: Improve community relations with our at-risk population. By May 2012, we will increase off site events during each six week cycle from zero to one. (Board Goal IV)
WIG 3: Increase the use of authentic formative assessments by creating and implementing one common assessment per semester by May 2012. (Board Goal II)

Campus Improvement Plan
Olive Stephens Elementary School

WIG 1

Through the implementation of CHAMPS, by May 2012, office referrals will decrease 20% from 128 to 100. (Board Goal III)

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
CHAMPS Training at District Level **Person(s) Responsible:** District Trainers **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials and literature provided from the training.	[ ]	[ ]		Information, Ideas and Resources brought back from the training	Number of Office Referrals Written during the 2011 - 2012 school year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Staff Development on CHAMPS **Person(s) Responsible:** Administration, Counselor, Campus CHAMPS Committee **Completion Date:** August 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Literature, Handouts and Posters provided by committee.	[ ]	[ ]		Staff Development Agenda, Grade Level artifacts (signals, posters, etc)	Number of Office Referrals Written during the 2011 - 2012 school year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
CHAMPS Committee Meetings **Person(s) Responsible:** Administration, Counselor, One member from each grade level **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Grade Level CHAMPS Data, Specific Data related to meeting topics	[ ]	[ ]		Campus-Wide CHAMPS Posters, Meeting Agendas, Meeting Minutes, Observations	Number of Office Referrals Written during the 2011 - 2012 school year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Follow-Up CHAMPS Trainings **Person(s) Responsible:** Administration, Counselor, One member from each grade level **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Specific Data related to topics, Materials and information provided by committee	[ ]	[ ]		Faculty Meeting Agendas, Staff Development Agendas, Meeting Minutes	Number of Office Referrals Written during the 2011 - 2012 school year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Olive Stephens Elementary School

WIG 2

Improve community relations with our at-risk population. By May 2012, we will increase off site events during each six week cycle from zero to one. (Board Goal IV)

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
CLT Meeting to review results from parent survey and to conduct a needs assessment. **Person(s) Responsible:** Administration and CLT Committee Members **Completion Date:** June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Survey Questions and Answers	[ ]	[ ]		CLT Meeting Agenda, CLT Meeting Minutes, Member Sign-In Sheet	Initial Draft of 2011-2012 WIG regarding community involvement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus committee meeting to brainstorm needs of community for event planning **Person(s) Responsible:** Administration, Counselor, Grade Level Teachers **Completion Date:** August 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Information and Ideas shared	[ ]	[ ]		Meeting Minutes	Calendar of Events, Improvement of Community Relations	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Hold Registration/School Kick-Off Night off campus to meet needs of parents **Person(s) Responsible:** Administration, Counselor, Grade Level Teachers **Completion Date:** August 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Flyers, Posters, Registration Packets	[ ]	[ ]		Flyers, Posters, Completed Registration Packets	Calendar of Events, Improvement of Community Relations	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Hold Evening Information Meeting for Parents **Person(s) Responsible:** Administration, Counselor, 5th Grade Teachers **Completion Date:** September 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Flyers, Posters, Information Provided at Meeting	[ ]	[ ]		Flyers, Posters, Parent Sign-In Sheet	Calendar of Events, Improvement of Community Relations	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Meetings to Plan for Future Events **Person(s) Responsible:** Administration, Counselor, Grade Level Teachers **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Information and Ideas shared	[ ]	[ ]		Meeting Agendas, Meeting Minutes	Calendar of Events, Improvement of Community Relations	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Olive Stephens Elementary School

WIG 3

Increase the use of authentic formative assessments by creating and implementing one common assessment per semester by May 2012. (Board Goal II)

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Common Assessment Staff Development with Cassie Erkens **Person(s) Responsible:** Cassie Erkens - Presenter/Trainer **Completion Date:** August 11 & 12, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Literature, Information and Ideas shared by presenter.	[ ]	[ ]		Staff Development Agenda, Staff Sign-In Sheet from training	Creation of Grade Level Common Assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus Staff Development on Common Assessments **Person(s) Responsible:** Administration **Completion Date:** August 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Handouts and Information shared	[ ]	[ ]		Staff Development Agenda	Creation of Grade Level Common Assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Book Study on Common Assessment Literature **Person(s) Responsible:** Administration, Various Classroom Teachers **Completion Date:** November 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Copies of book for each book study participant	[ ]	[ ]		Book Study Agendas, Meeting/Study Minutes	Creation of Grade Level Common Assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Grade Level PLC Meetings **Person(s) Responsible:** Administration, Grade Level Teams **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Various Assessment Data	[ ]	[ ]		Observation, Meeting Agendas, Meeting Minutes	Creation of Grade Level Common Assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Daily "Target Time" provided for K-5 students **Person(s) Responsible:** Classroom Teachers **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Various Assessment Data, Activities/Instructional Materials to meet specific needs of students	[ ]	[ ]		Observation, Grade Level PLC Meeting Agendas and Minutes, Student Assignments and Targeted Skills	Creation of Grade Level Common Assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vertical Curriculum PLC Meetings **Person(s) Responsible:** One member from each grade level, Chairperson for the curriculum content area, Administration **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Specific Assessment Data related to the curriculum content area across grade levels, TEKS for the curriculum content areas, TAKS Results for 2011	[ ]	[ ]		Observation, Meeting Agendas, Meeting Minutes	Creation of Grade Level Common Assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Utilize Classworks to target needs of all students **Person(s) Responsible:** Administration, Grade Level Teachers **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classworks Program, Computer Lab, Various Student Data	[ ]	[ ]		Computer Lab Schedule, Lesson Plans, Classworks Reports	Creation of Grade Level Common Assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide intervention by the 1/2 time Math Interventionist to target the needs of students **Person(s) Responsible:** 1/2 time Math Interventionist **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Math Interventionist, Kathy Richardson Data, Previous TAKS Data for Math 2011, $33,059	[ ]	[X]	.5	Math Interventionist Schedule, Observation, Curriculum and Grade Level PLC Meetings	Creation of Grade Level Common Assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide intervention by the 1/2 time Reading Interventionist to target the needs of students in grades 3-5 **Person(s) Responsible:** 1/2 time Reading Interventionist **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Reading Interventionist, DRA Data, Previous TAKS Data for Reading 2011, $33,059	[ ]	[X]	.5	Reading Interventionist Schedule, Observation, Curriculum and Grade Level PLC Meetings	Creation of Grade Level Common Assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide intervention through literacy groups to target the needs of students in grades K-2 **Person(s) Responsible:** K-2 Literacy Specialist **Completion Date:** May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Literacy Specialist, ELI Data, $36,648	[ ]	[X]	.5	Literacy Specialist Schedule, Observation, Curriculum and Grade Level PLC Meetings	Creation of Grade Level Common Assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Olive Stephens Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Heather Bryant
2) Classroom Teacher	Christi Spindle
3) Classroom Teacher	Kimber Lucas
4) Classroom Teacher	Rebekah Perrone, Kimberly Griffith (EIC Rep)
5) Classroom Teacher	Megan Trammell
6) Classroom Teacher	Kelly Parish, Jenny Koontz
7) Campus-based Nonteaching Professional	Chris Rangel, Matt Preston and Stephani Short
8) Campus-based Paraprofessional and Operations Staff	LyDora Fulks
9) District-level Professional	Jennifer Austin
10) Parent	Molly Hyde
11) Parent	Carol Milton
12) Community Member	Jennifer Mooney
13) Community Member	
14) Business Representative	Jennifer Christy
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	8/29/11	3:10 p.m.	Stephens Library
2	October 2011	3:10 p.m.	Stephens Library
3	January 2012	3:10 p.m.	Stephens Library
4	March 2012	3:10 p.m.	Stephens Library
5	May 2012	3:10 p.m.	Stephens Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: WILSON EL

Campus #: 061901109

2011 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA
Commended on Writing
Commended on Mathematics
Commended on Science

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	95%	93%	98%	90%	> 99%	98%	*	*	*	*	93%	94%	*
	2010	92%	97%	97%	98%	> 99%	94%	98%	*	*	*	*	> 99%	94%	*
Mathematics	2011	88%	93%	92%	95%	90%	94%	96%	*	*	*	*	81%	89%	95%
	2010	87%	93%	93%	92%	90%	97%	90%	*	*	*	*	79%	95%	94%
All Tests	2011	83%	91%	88%	95%	90%	94%	96%	*	*	*	*	81%	89%	95%
	2010	84%	92%	91%	91%	90%	93%	90%	*	*	*	*	79%	93%	88%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	84%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	85%	88%	*	92%	*	92%	*	*	*	*	*	*	92%	92%
Mathematics	2011	77%	81%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	74%	78%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	78%	79%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	75%	77%	*	85%	*	85%	*	*	*	*	*	*	85%	85%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	92%	91%	94%	> 99%	79%	97%	*	*	*	*	89%	88%	88%
	2010	86%	91%	93%	95%	> 99%	86%	97%	*	*	*	*	> 99%	94%	*
Mathematics	2011	89%	94%	93%	94%	90%	93%	95%	*	*	*	*	94%	92%	> 99%
	2010	89%	92%	93%	96%	89%	93%	98%	*	*	*	*	86%	94%	*
Writing	2011	91%	94%	93%	98%	> 99%	> 99%	97%	*	*	*	*	> 99%	98%	> 99%
	2010	92%	93%	93%	96%	78%	> 99%	98%	*	*	*	*	93%	94%	*
All Tests	2011	78%	86%	83%	90%	90%	86%	92%	*	*	*	*	89%	86%	94%
	2010	78%	83%	84%	92%	78%	79%	97%	*	*	*	*	86%	85%	*
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	85%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	83%	82%	*	86%	*	86%	*	*	*	*	*	*	86%	83%
Mathematics	2011	74%	78%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	73%	69%	*	71%	*	71%	*	*	*	*	*	*	71%	67%
Writing	2011	93%	98%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	94%	97%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
All Tests	2011	75%	79%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	73%	70%	*	71%	*	71%	*	*	*	*	*	*	71%	67%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	94%	92%	95%	89%	93%	97%	*	*	*	*	88%	88%	80%
	2010	86%	91%	92%	96%	93%	91%	> 99%	*	*	*	*	92%	91%	83%
Mathematics	2011	86%	92%	92%	95%	89%	87%	98%	*	*	*	*	88%	88%	80%
	2010	86%	92%	93%	97%	93%	> 99%	98%	*	*	*	*	92%	96%	83%
Science	2011	86%	92%	93%	98%	> 99%	95%	98%	*	*	*	*	94%	97%	89%
	2010	87%	90%	93%	98%	93%	96%	> 99%	*	*	*	*	83%	96%	83%
All Tests	2011	76%	85%	85%	91%	89%	84%	93%	*	*	*	*	76%	82%	78%
	2010	75%	82%	85%	91%	79%	87%	98%	*	*	*	*	75%	85%	67%
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only															
Reading	2011	77%	89%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	74%	56%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	50%	63%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	45%	40%	*	*	*	*	*	*	*	*	*	*	*	*
Science	2011	58%	44%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	52%	38%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	63%	54%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	55%	32%	*	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	94%	97%	97%	94%	98%	*	> 99%	*	*	94%	94%	96%
	2010	90%	93%	95%	97%	> 99%	92%	98%	*	n/a	n/a	n/a	98%	94%	86%
Mathematics	2011	84%	88%	94%	96%	90%	95%	97%	*	> 99%	*	*	90%	93%	98%
	2010	84%	88%	92%	95%	94%	93%	96%	*	n/a	n/a	n/a	83%	94%	86%
Writing	2011	92%	94%	93%	98%	> 99%	> 99%	97%	*	*	*	*	> 99%	98%	> 99%
	2010	93%	95%	93%	97%	78%	> 99%	98%	*	n/a	n/a	n/a	93%	95%	> 99%
Science	2011	83%	84%	93%	98%	> 99%	95%	98%	*	*	*	*	94%	97%	89%
	2010	82%	86%	93%	97%	93%	92%	> 99%	*	n/a	n/a	n/a	85%	94%	80%
All Tests	2011	76%	81%	87%	94%	90%	90%	95%	*	> 99%	*	*	86%	89%	92%
	2010	76%	81%	88%	91%	88%	83%	95%	*	n/a	n/a	n/a	79%	87%	72%

District Name: DENTON ISD
Campus Name: WILSON EL
Campus #: 061901109

Total Students: 622
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	47%	57%	38%	51%	63%	*	71%	*	*	33%	45%	46%
	2010	32%	38%	41%	54%	30%	41%	64%	*	67%	*	*	34%	43%	31%
Mathematics	2011	29%	32%	43%	48%	17%	41%	56%	*	57%	*	*	22%	36%	35%
	2010	28%	31%	42%	47%	27%	45%	50%	*	78%	*	*	13%	39%	33%
Writing	2011	31%	39%	30%	62%	50%	57%	66%	*	*	*	*	28%	54%	63%
	2010	32%	36%	29%	51%	33%	62%	50%	*	*	*	*	36%	40%	78%
Science	2011	30%	33%	54%	58%	11%	42%	70%	*	*	*	*	41%	42%	33%
	2010	28%	30%	50%	73%	43%	67%	86%	*	*	*	*	38%	62%	50%
All Tests	2011	16%	19%	25%	33%	10%	27%	40%	*	43%	*	*	8%	23%	26%
	2010	15%	17%	24%	34%	15%	27%	40%	*	56%	*	*	4%	25%	17%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	> 99%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	85%	88%	91%	> 99%	> 99%	> 99%	*	*	*	*	*	> 99%	> 99%	*
Mathematics	2011	77%	83%	> 99%	90%	80%	89%	> 99%	*	*	*	*	90%	86%	*
	2010	75%	79%	84%	81%	83%	86%	*	*	*	*	*	81%	85%	*
Writing	2011	80%	88%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	> 99%	*
	2010	80%	87%	> 99%	83%	*	*	*	*	*	*	*	83%	80%	*
Science	2011	60%	60%	60%	80%	*	*	*	*	*	*	*	80%	80%	*
	2010	58%	58%	50%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	85%	87%	83%	78%	> 99%	*	*	*	*	87%	82%	*
	2010	64%	69%	80%	75%	75%	75%	*	*	*	*	*	75%	73%	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	> 99%	> 99%	> 99%	*	> 99%	*	*	*	*	> 99%	> 99%	> 99%
All Tests	2010	93%	96%	> 99%	93%	> 99%	*	> 99%	*	*	*	*	93%	92%	67%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	99.9%	100.0%	100.0%	100.0%	100.0%	*	100.0%	-	*	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	93.0%	87.7%	62.1%	88.2%	91.9%	*	85.7%	-	*	26.9%	78.5%	92.0%
Not on TAKS	7.6%	7.6%	6.5%	12.3%	37.9%	11.8%	8.1%	*	14.3%	-	*	73.1%	21.5%	8.0%
TAKS(Acc) Only	2.4%	2.1%	1.7%	1.3%	3.4%	0.0%	1.6%	*	0.0%	-	*	7.7%	2.1%	0.0%
TAKS-M Only	3.1%	3.4%	2.4%	6.5%	17.2%	9.4%	3.2%	*	0.0%	-	*	38.5%	9.7%	4.0%
TAKS-Alt Only	0.9%	0.7%	0.5%	3.2%	13.8%	1.2%	2.2%	*	14.3%	-	*	19.2%	6.9%	4.0%
Combination	1.3%	1.4%	1.2%	1.3%	3.4%	1.2%	1.1%	*	0.0%	-	*	7.7%	2.8%	0.0%
By Acct Status														
Acct System	94.0%	95.7%	95.0%	96.4%	100.0%	98.8%	94.6%	*	100.0%	-	*	98.1%	95.8%	100.0%
Non-Acct System	4.6%	3.5%	4.6%	3.6%	0.0%	1.2%	5.4%	*	0.0%	-	*	1.9%	4.2%	0.0%
Mobile	4.6%	3.5%	4.6%	3.6%	0.0%	1.2%	5.4%	*	0.0%	-	*	1.9%	4.2%	0.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	280	308	29	85	185	1	7	0	1	52	144	50
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.5%	100.0%	100.0%	100.0%	100.0%	*	100.0%	-	-	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	93.2%	88.1%	58.8%	85.5%	96.0%	*	88.9%	-	-	29.4%	78.7%	81.6%
Not on TAKS	7.8%	7.7%	6.0%	11.9%	41.2%	14.5%	4.0%	*	11.1%	-	-	70.6%	21.3%	18.4%
TAKS(Acc) Only	2.3%	1.8%	1.4%	1.3%	0.0%	2.4%	1.1%	*	0.0%	-	-	7.8%	2.8%	5.3%
TAKS-M Only	3.3%	3.8%	2.3%	5.6%	20.6%	8.4%	1.1%	*	0.0%	-	-	33.3%	9.9%	5.3%
TAKS-Alt Only	0.8%	0.7%	0.5%	3.3%	14.7%	1.2%	1.1%	*	11.1%	-	-	19.6%	6.4%	5.3%
Combination	1.3%	1.3%	1.3%	1.7%	5.9%	2.4%	0.6%	*	0.0%	-	-	9.8%	2.1%	2.6%
By Acct Status														
Acct System	90.0%	91.0%	91.6%	88.4%	64.7%	84.3%	96.0%	*	88.9%	-	-	41.2%	79.4%	84.2%
Non-Acct System	8.6%	8.1%	7.9%	11.6%	35.3%	15.7%	4.0%	*	11.1%	-	-	58.8%	20.6%	15.8%
Mobile	4.4%	3.6%	5.4%	2.6%	0.0%	6.0%	1.7%	*	0.0%	-	-	5.9%	4.3%	5.3%
Non-Acct Test	4.2%	4.5%	3.0%	8.9%	35.3%	9.6%	2.3%	*	11.1%	-	-	52.9%	16.3%	10.5%
Not Tested	1.4%	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	274	302	34	83	174	2	9	0	0	51	141	38

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	59%	71%	*	60%	*	*	*	*	*	*	60%	*
	2010	50%	53%	55%	67%	*	*	*	*	*	*	*	*	60%	*
Mathematics	2011	42%	43%	56%	54%	*	*	71%	*	*	*	*	*	20%	*
	2010	45%	52%	56%	73%	*	*	*	*	*	*	*	*	71%	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	98	143	*	116	*	*	*	*	*	*	116	*
	2010	86	90	121	136	*	*	*	*	*	*	*	*	124	*
Mathematics	2011	64	66	82	118	*	*	124	*	*	*	*	*	*	*
	2010	70	77	99	129	*	*	*	*	*	*	*	*	*	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	7%	8%	4%	11%	5%	3%	*	*	*	*	12%	11%	11%
	2010	15%	10%	10%	5%	7%	11%	< 1%	*	*	*	*	8%	10%	20%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	98%	98%	99%	> 99%	95%	> 99%	*	*	*	*	> 99%	97%	89%
	2010	92%	96%	97%	98%	> 99%	96%	> 99%	*	*	*	*	92%	96%	90%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	8%	8%	6%	11%	16%	2%	*	*	*	*	12%	13%	22%
	2010	14%	9%	8%	5%	7%	7%	2%	*	*	*	*	15%	8%	30%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	97%	98%	99%	89%	> 99%	> 99%	*	*	*	*	94%	97%	> 99%
	2010	92%	95%	97%	99%	> 99%	> 99%	> 99%	*	*	*	*	92%	98%	90%
English Language Learners Progress Indicator															
2010-11		80%	86%	91%	92%	*	92%	*	*	*	*	*	> 99%	92%	94%
2009-10		79%	85%	89%	87%	*	86%	*	*	*	*	*	*	87%	86%
Attendance Rate @															
2009-10		95.5%	95.9%	96.6%	96.7%	96.5%	97.0%	96.5%	*	98.8%	-	-	95.9%	96.5%	97.5%
2008-09		95.6%	95.9%	96.7%	97.0%	97.2%	97.6%	96.7%	*	n/a	n/a	n/a	96.1%	97.1%	98.1%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		622	100.0%	23,072	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.5%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	3.3%	3.0%	4.5%
	Kindergarten	106	17.0%	14.7%	8.5%	7.6%
	Grade 1	103	16.6%	15.4%	8.5%	7.9%
	Grade 2	108	17.4%	14.9%	8.8%	7.7%
	Grade 3	105	16.9%	16.2%	8.5%	7.6%
	Grade 4	109	17.5%	18.6%	7.9%	7.6%
	Grade 5	91	14.6%	14.7%	7.9%	7.6%
	Grade 6	0	0.0%	1.7%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.0%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	75	12.1%	9.4%	11.6%	12.9%
	Hispanic	189	30.4%	28.6%	30.8%	50.3%
	White	343	55.1%	55.1%	52.9%	31.2%
	Native American	5	0.8%	0.6%	0.9%	0.5%
	Asian	9	1.4%	3.5%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.3%	0.1%	0.1%
	Two or More Races	1	0.2%	2.6%	1.2%	1.6%
Economically Disadvantaged		290	46.6%	37.9%	41.5%	59.2%
Limited English Proficient (LEP)		107	17.2%	10.7%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		0	0.0%	0.2%	1.3%	1.9%
At-Risk		237	38.1%	29.8%	35.1%	46.3%
Mobility (2009-10)		60	10.7%	12.2%	17.1%	18.2%
Number of Students per Teacher		12.1	n/a	15.5	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	3.8%	2.9%	2.1%	2.3%	14.3%	8.3%	14.3%	10.7%
Grade 1	5.1%	2.9%	1.5%	4.7%	38.5%	8.9%	8.5%	8.9%
Grade 2	3.5%	1.3%	0.8%	2.8%	20.0%	2.2%	3.8%	4.1%
Grade 3	4.7%	1.1%	1.1%	2.0%	9.1%	1.6%	1.4%	1.8%
Grade 4	0.0%	0.3%	0.1%	1.1%	0.0%	0.7%	0.4%	0.9%
Grade 5	0.0%	1.0%	0.4%	1.3%	14.3%	0.9%	2.0%	1.3%
Grade 6	-	0.6%	0.1%	0.7%	-	0.0%	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	20.3	19.6	18.8	19.0
	Grade 1	16.4	19.2	18.9	18.9
	Grade 2	17.8	19.0	18.8	18.8
	Grade 3	16.6	18.9	19.1	18.8
	Grade 4	19.2	19.5	20.3	19.0
	Grade 5	20.3	22.8	21.9	21.4
	Grade 6	-	21.1	20.9	20.7
	Mixed Grades	19.0	22.5	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	2.0	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	70.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	60.6	86.6%	86.7%	72.3%	63.4%
Teachers	51.5	73.5%	74.2%	56.2%	50.5%
Professional Support	7.2	10.2%	8.6%	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	2.9%	3.9%	2.7%	2.8%
Educational Aides:	9.4	13.4%	13.3%	7.9%	9.5%
Total Minority Staff:	22.5	32.2%	13.2%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	3.0	5.8%	2.2%	6.5%	9.3%
Hispanic	9.1	17.6%	8.5%	11.7%	23.7%
White	38.4	74.6%	87.4%	78.4%	63.9%
American Indian	1.0	1.9%	0.5%	0.8%	0.4%
Asian	0.0	0.0%	0.4%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	0.0	0.0%	0.9%	2.1%	1.3%
Males	4.0	7.8%	5.0%	24.0%	23.2%
Females	47.5	92.2%	95.0%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.1	2.1%	4.3%	4.8%	6.0%
1-5 Years Experience	10.3	19.9%	27.8%	31.8%	30.0%
6-10 Years Experience	11.0	21.4%	21.9%	22.7%	21.1%
11-20 Years Experience	13.0	25.3%	30.1%	25.5%	25.0%
0ver 20 Years Experience	16.1	31.3%	15.8%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	14.0 yrs.	11.6 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	10.9 yrs.	7.7 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,601	$42,142	$45,521	$41,272
1-5 Years Experience	$46,906	$43,704	$47,448	$44,013
6-10 Years Experience	$47,895	$45,667	$48,287	$46,604
11-20 Years Experience	$51,318	$49,847	$51,852	$50,476
Over 20 Years Experience	$62,335	$57,481	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$53,061	$48,096	$51,120	$48,638
Professional Support	$54,178	$52,752	$55,177	$57,045
Campus Administration (School Leadership)	$72,773	$70,611	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	4.6	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$4,556,346	100.0%	$6,671	$5,048,903	100.0%	$7,392	$131,758,852	100.0%	$6,022
Instruction (11,95)	$3,469,937	76.2%	$5,080	$3,782,890	74.9%	$5,539	$97,581,439	74.1%	$4,460
Instructional-Related Services (12,13)	$174,029	3.8%	$255	$179,438	3.6%	$263	$4,466,534	3.4%	$204
Instructional Leadership (21)	$58,767	1.3%	$86	$58,767	1.2%	$86	$1,615,971	1.2%	$74
School Leadership (23)	$244,238	5.4%	$358	$245,586	4.9%	$360	$9,209,182	7.0%	$421
Support Services-Student (31,32,33)	$270,178	5.9%	$396	$279,966	5.5%	$410	$6,436,511	4.9%	$294
Other Campus Costs (35,36,51,52,53)	$339,197	7.4%	$497	$502,256	9.9%	$735	$12,449,215	9.4%	$569
By Program:									
Total Operating Expenditures	$4,217,149	100.0%	$6,174	$4,535,367	100.0%	$6,640	$118,360,810	100.0%	$5,410
Bilingual/ESL Education (25)	$120,713	2.9%	$177	$120,713	2.7%	$177	$5,544,338	4.7%	$253
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$4,590	0.0%	$0
Accelerated Education (24,30)	$131,354	3.1%	$192	$438,295	9.7%	$642	$8,346,695	7.1%	$381
Gifted & Talented Education (21)	$111,069	2.6%	$163	$111,069	2.4%	$163	$1,574,735	1.3%	$72
Regular Education (11)	$3,031,378	71.9%	$4,438	$3,031,378	66.8%	$4,438	$85,970,944	72.6%	$3,929
Special Education (23)	$822,635	19.5%	$1,204	$833,912	18.4%	$1,221	$16,919,508	14.3%	$773
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	107	17.2%	11.3%	14.3%	16.2%
Career & Technical Education	0	0.0%	0.0%	16.7%	21.0%
Gifted & Talented Education	37	5.9%	6.6%	8.7%	7.7%
Special Education	74	11.9%	8.1%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	7.0	13.5%	3.1%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.6%	4.0%
Compensatory Education	6.0	11.7%	3.6%	5.0%	2.9%
Gifted & Talented Education	1.0	1.9%	1.0%	1.7%	1.9%
Regular Education	32.1	62.4%	84.8%	68.0%	73.4%
Special Education	5.4	10.4%	7.4%	12.0%	9.1%
Other	0.0	0.0%	0.1%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Econ	% Hispanic	% LEP	% Afr_Amer	% Mobility
008901102		O'BRYANT INT	BELLVILLE ISD	55.9	45.3	28.6	9.0	12.2	11.6
020908102		C J HARRIS EL	PEARLAND ISD	55.3	27.1	23.8	5.8	13.2	12.0
043902101		JOE K BRYANT EL	ANNA ISD	56.1	43.3	26.2	11.3	9.9	13.7
043911104		HARPER EL	PRINCETON ISD	55.6	64.2	40.2	21.2	2.6	15.9
046902114		TIMBERWOOD PARK EL	COMAL ISD	55.6	14.3	35.9	3.4	2.8	7.4
046902121		JOHNSON RANCH EL	COMAL ISD	55.2	13.6	35.5	4.2	3.0	10.0
057909144		KEELEY EL	GARLAND ISD	54.6	24.6	24.6	13.6	10.8	6.5
061901109	>	WILSON EL	DENTON ISD	55.1	46.6	30.4	17.2	12.1	10.7
061901121		NELSON EL	DENTON ISD	55.1	33.6	26.3	9.1	13.9	6.2
061901125		CROSS OAKS EL	DENTON ISD	56.2	42.3	22.5	5.7	17.9	17.1 **
061902124		PARKWAY EL	LEWISVILLE ISD	55.6	27.7	28.8	8.5	5.8	10.4
061902127		VALLEY RIDGE EL	LEWISVILLE ISD	55.0	23.1	23.2	7.0	11.1	9.0
061903102		PILOT POINT INT	PILOT POINT ISD	55.7	55.9	38.3	20.8	2.5	14.0
070911105		SHIELDS EL	RED OAK ISD	54.1	34.1	23.1	6.7	18.8	13.9
070912110		MARGARET L FELTY EL	WAXAHACHIE ISD	54.1	49.6	24.1	2.7	19.8	12.4
079901110		HUGGINS EL	LAMAR CISD	56.1	26.1	27.6	9.4	13.4	10.9
092902107		KILGORE INT	KILGORE ISD	55.5	59.2	21.7	16.1	18.3	12.3
101907115		MOORE ELEMENTARY	CYPRESS-FAIRBANKS ISD	55.6	22.9	20.3	6.1	7.2	13.7
101912251		TWAIN EL	HOUSTON ISD	53.8	16.0	21.8	14.5	6.3	9.5
101913121		EAGLE SPRINGS EL	HUMBLE ISD	55.6	15.9	24.7	5.4	12.5	10.5
101913126		ATASCOCITA SPRINGS EL	HUMBLE ISD	55.1	17.7	25.5	9.3	13.4	12.8 **
101920108		MEADOW WOOD EL	SPRING BRANCH ISD	54.1	33.8	20.8	17.0	13.9	13.5
117901105		CROCKETT EL	BORGER ISD	54.9	58.3	39.1	13.6	3.4	13.4
126902110		ANN BROCK EL AT OAK GROV	BURLESON ISD	55.7	54.3	27.2	5.2	13.4	19.6
129902106		CROSBY ELEMENTARY	FORNEY ISD	55.4	34.1	22.0	5.1	18.0	13.4
129902108		NELL HILL RHEA ELEMENTAR	FORNEY ISD	53.8	36.0	32.0	15.9	11.0	8.2
170902129		BIRNHAM WOODS EL	CONROE ISD	54.0	27.6	29.9	11.9	9.4	14.6
170906105		WILLIE E WILLIAMS ELEMEN	MAGNOLIA ISD	55.4	74.0	39.2	26.2	3.0	19.8
175903101		BOWIE EL	CORSICANA ISD	55.2	53.1	28.0	14.1	11.6	9.8
188901122		PLEASANT VALLEY EL	AMARILLO ISD	55.6	76.0	36.0	2.4	5.4	18.8
199902106		MISS MAY VERNON EL	ROYSE CITY ISD	56.4	37.9	31.6	16.3	7.4	13.8
220902105		ALLIENE MULLENDORE EL	BIRDVILLE ISD	55.5	67.9	30.4	13.6	6.8	16.2
220906110		SILVER LAKE EL	GRAPEVINE-COLLEYVILLE IS	54.5	38.9	33.3	22.2	3.5	11.4
220916121		SPRING GARDEN EL	HURST-EULESS-BEDFORD ISD	55.1	44.3	22.4	6.8	13.5	18.3
220918106		HIGH COUNTRY ELEMENTARY	EAGLE MT-SAGINAW ISD	54.8	29.1	27.9	5.4	10.0	10.4
227901143		PATTON EL	AUSTIN ISD	54.4	27.0	25.4	13.2	3.8	10.4
235902114		VICKERS EL	VICTORIA ISD	54.7	40.4	39.6	2.5	2.7	11.9
237904106		FIELDS STORE EL	WALLER ISD	56.0	60.7	39.4	23.9	2.5	17.2
241902101		EAST BERNARD EL	EAST BERNARD ISD	54.7	45.5	33.6	10.3	10.8	6.1
243905118		JEFFERSON EL	WICHITA FALLS ISD	55.2	53.0	24.7	4.7	9.9	13.1
246906101		HUTTO EL	HUTTO ISD	54.2	40.2	32.8	3.9	7.6	8.9
		Group Average		55.1	37.9	28.6	10.7	9.4	12.2

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

Gold Performance Acknowledgment: Not Qualified

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
O'BRYANT INT	216	669	692	74	23	Q4	216	653	700	83	47	Q3
C J HARRIS EL	126	683	675	108	-7	Q4	123	659	707	126	48	Q3
JOE K BRYANT EL	155	646	682	108	35	Q3	154	642	685	74	43	Q4
HARPER EL	148	643	683	97	41	Q3	149	630	688	89	58	Q3
TIMBERWOOD PARK EL	211	697	730	129	33	Q4	211	673	731	114	59	Q3
JOHNSON RANCH EL	191	694	723	123	29	Q4	189	664	705	39	41	Q4
KEELEY EL	200	696	720	38	24	Q4	204	678	712	54	34	Q4
> WILSON EL	167	688	726	143	39	Q3	166	650	715	118	64	Q2
NELSON EL	148	669	718	123	48	Q2	148	636	713	93	77	Q1
CROSS OAKS EL	82	645	682	101	38	Q3	81	617	680	77	63	Q2
PARKWAY EL	149	666	712	112	46	Q2	149	639	681	56	41	Q4
VALLEY RIDGE EL	203	676	721	152	44	Q2	205	644	708	100	64	Q2
PILOT POINT INT	308	641	685	99	44	Q2	308	612	672	89	61	Q2
SHIELDS EL	110	647	664	81	17	Q4	109	608	686	76	79	Q1
MARGARET L FELTY EL	190	666	712	70	46	Q2	189	651	692	52	40	Q4
HUGGINS EL	141	682	717	104	35	Q3	142	637	684	86	48	Q3
KILGORE INT	489	630	679	90	49	Q1	493	621	642	73	22	Q4
MOORE ELEMENTARY	285	685	730	109	45	Q2	286	675	751	112	76	Q1
TWAIN EL	193	691	747	229	55	Q1	194	676	747	159	71	Q1
EAGLE SPRINGS EL	175	674	729	128	55	Q1	174	658	727	93	69	Q2
ATASCOCITA SPRINGS E	188	657	713	122	56	Q1	187	638	706	89	68	Q2
MEADOW WOOD EL	110	667	710	56	43	Q2	109	623	699	81	76	Q1
CROCKETT EL	164	603	645	42	42	Q3	163	577	645	95	68	Q2
ANN BROCK EL AT OAK	160	627	664	62	37	Q3	158	580	642	72	62	Q2
CROSBY ELEMENTARY	133	689	734	139	44	Q2	133	672	714	102	42	Q4
NELL HILL RHEA ELEME	195	696	722	63	26	Q4	195	681	720	60	39	Q4
BIRNHAM WOODS EL	145	657	684	87	27	Q4	143	610	681	79	71	Q1
WILLIE E WILLIAMS EL	178	612	656	74	44	Q2	175	608	657	75	49	Q3
BOWIE EL	221	668	705	110	37	Q3	225	651	712	84	61	Q2
PLEASANT VALLEY EL	77	622	682	59	60	Q1	78	591	660	63	69	Q2
MISS MAY VERNON EL	85	632	683	78	51	Q1	85	610	694	129	84	Q1
ALLIENE MULLENDORE E	107	649	696	103	47	Q2	107	600	660	81	60	Q3
SILVER LAKE EL	125	675	711	84	36	Q3	127	657	698	52	41	Q4
SPRING GARDEN EL	229	676	733	60	57	Q1	233	658	711	72	53	Q3
HIGH COUNTRY ELEMENT	237	659	702	109	43	Q2	238	630	683	74	53	Q3
PATTON EL	214	690	721	79	31	Q4	212	659	732	120	73	Q1
VICKERS EL	128	677	718	59	40	Q3	129	663	724	112	62	Q2
FIELDS STORE EL	158	644	696	112	52	Q1	159	647	728	90	81	Q1
EAST BERNARD EL	69	614	675	135	61	Q1	69	618	704	128	86	Q1
JEFFERSON EL	161	667	704	61	36	Q3	159	646	698	79	52	Q3
HUTTO EL	184	613	668	97	55	Q1	187	601	648	69	47	Q3
Group Average	170	661	701	93	41	--	171	639	695	82	56	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Wilson Elementary School

Denton Independent School District

APR 3213

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Wilson Elementary School's Mission Statement

Wilson's mission is to partner with families and community to prepare our children to become productive members of society by meeting the needs of the whole child. We will provide an educational foundation that supports all students in developing the skills needed to become lifelong learners and leaders.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Wilson Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	84	96	74	76	97	70		
3	AA	6	100	50	8	88	50		
3	Hispanic	15	87	67	15	100	53		
3	White	60	98	78	50	98	78		
3	Eco. Dis.	27	89	70	26	92	50		
3	SPED	8	100	63	4				
3	LEP C	4			4				
3	LEP M1								
3	LEP M2								
4	All	78	95	45	88	93	50		
4	AA	5	100	20	7	100	29		
4	Hispanic	8	75	38	15	73	40		
4	White	63	97	46	63	97	52		
4	Eco. Dis.	26	92	31	34	85	38		
4	SPED	6	100	17	8	75	50		
4	LEP C	2			6	83	33		
4	LEP M1								
4	LEP M2								
5	All	85	99	54	78	99	63		
5	AA	10	100	20	5	100	80		
5	Hispanic	21	95	33	12	92	50		
5	White	51	100	69	60	100	65		
5	Eco. Dis.	39	97	44	26	96	50		
5	SPED	4			7	100	29		
5	LEP C	4			3				
5	LEP M1								
5	LEP M2								

Wilson Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All	76	97	50	86	98	67		
4	AA	4			6	100	67		
4	Hispanic	8	100	63	15	100	53		
4	White	62	98	48	62	97	69		
4	Eco. Dis.	25	96	32	32	97	56		
4	SPED	5	100	40	5	100	60		
4	LEP C	2			6	100	50		
4	LEP M1								
4	LEP M2								

Wilson Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All	97	90	43	94	96	44		
3	AA	6	83	33	8	88	25		
3	Hispanic	27	89	30	32	97	41		
3	White	61	90	49	51	96	49		
3	Eco. Dis.	39	90	36	43	91	35		
3	SPED	9	56	0	7	71	14		
3	LEP C	16	88	19	21	95	29		
3	LEP M1								
3	LEP M2								
4	All	80	99	43	97	94	51		
4	AA	6	100	17	7	86	14		
4	Hispanic	9	100	67	24	92	42		
4	White	63	98	40	63	95	57		
4	Eco. Dis.	27	100	30	43	91	47		
4	SPED	8	100	13	7	86	14		
4	LEP C	2			16	100	38		
4	LEP M1								
4	LEP M2								
5	All	86	100	64	78	100	59		
5	AA	10	100	50	5	100	20		
5	Hispanic	22	100	59	12	100	50		
5	White	51	100	67	60	100	63		
5	Eco. Dis.	40	100	55	26	100	31		
5	SPED	5	100	20	7	100	29		
5	LEP C	5	100	60	3				
5	LEP M1								
5	LEP M2								

Wilson Elementary School Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All	86	100	79	83	99	60		
5	AA	10	100	60	5	100	20		
5	Hispanic	22	100	73	16	100	38		
5	White	51	100	86	61	98	69		
5	Eco. Dis.	42	100	71	30	100	43		
5	SPED	5	100	60	7	100	43		
5	LEP C	4			7	100	43		
5	LEP M1								
5	LEP M2								

Wilson Elementary School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Wilson Elementary School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- Elementary Campus Enrollment Cards
- Chelo's Class List Book
- Attendance Records Students
- Attendance Records Staff
- Data from Special Programs
- Schooldatadirect.org

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 87% Stability Rate
- Many 2nd generation Mustangs
- EXPO gains in reflecting school demographics
- We currently have 41 students on transfer.

Needs

- Decrease Mobility rate of 13%
- Lowering Teacher/student ratio for campus that include life skill students
- Addressing truancy remains a need.

Summary of Needs

- District needs to lower Teacher/Student ratio for campuses that include life skill students in the regular classroom.
- Continue to decrease students who have excessive absentee rates.

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- District Benchmarks
- TAKS scores
- ELI/SELI
- Kathy Richardson Assessments
- STAR data
- Common Assessments

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Non socio economic students are successful.
- Meeting students needs on a non academic level with mentors.
- Writing skills of student K-3 have improved through Write From the Beginning.

Needs

- Sub pops continue to benefit from further intervention.
- Intervention in reading for entire second grade year.
- More forms of data points for K-2 and accountability.
- Computer Keyboard skills for students.

Summary of Needs

- Continue work on common assessments and spending time in a "Year in Review, Nothing New" to deepen knowledge and instructional focus.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Parent Survey done 10/2010
- Parent Sign Ins
- Staff Survey 5/19/2011
- Mission, Vision, and Values postings
- List of Climate and Culture Building Activities.

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Survies conclude that the overwhelming majority approve and support our school culture.
- Survies conclude that the overwhelming majority approve and support our school climate.
- Student discipline is viewed as fair and consistent.
- Parent Teacher Conferences are well attended.
- Good Student behavior is encouraged and rewarded. High academic achievement is celebrated.
- Social services for families have been extended and strong community contacts established.
- Character Education program is a valuable asset.
- Six Week Celebrations are well received by students.
- Staff Celebrations have been done consistently throughout the year.
- Our Wild About Reading Summer Program at MLK is well attended and builds academic and relationships.

Needs

- Finding more ways to hook parents into being apart of the culture of success at Wilson
- Continued Parent Education Opportunities.
-
-

Summary of Needs

- Continue programs in place that benefit the culture and climate of high behavior expectations and academic success.
- Emphasize and increase parent involvement and partnerships.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- Staff Attendance through AESOP
- Staff Survey Results on Teacher Mentor and Staff Development.

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Mentor program is helpful for quick answers, learning "The Wilson Way," and how to do things.
- Staff Development is concrete, hands on and able to be used in the classroom.
- Write From the Beginning was well received, well implemented, and will be continued.
- Staff retention rate is good and turn over rate is very low.

Needs

- Mentor Teachers need to have 5 years experience.
- Staff Development needs to be more content specific.
- Staff Development needs to be more grade level targeted.
- Staff Development needs to be applicable and do able in the classroom.
- No new trainings or instructional practices added once year has started, ex. Café.

Summary of Needs

- Staff Development needs to be targeted and grade level specific.
- Staff Attendance concerns raised when entire grade levels are out for training.
- Nothing new but a year in review was shared by staff. Would like to perfect what has been given to staff.

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- TAKS Data
- TEKS
- Instructional Design - Success Time
- Differentiated Strategies
- Common Assessments
- Benchmarks
- Resources and Materials

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Third Grade Reading commened rate is 74%
- Fourth Grade Writing commended rate is 62%
- Fifth Grade commended rate in Science is 58%
- Fifth Grade commended rate in Math is 56%
- Fifth Grade commended rate in Reading is 61%
- Writing happening across the grade levels.
- UPS Check happening across the grade levels.

Needs

- Increase Fourth grade Reading commended rate.
- Increase commended rate in sub groups.
- Increase commended rate with special education students.
- Increase commended rate in math in third and fourth grade.

Summary of Needs

- The curriculum (TEKS), instruction (resources) and commons assessments are aligned to achieve our high commended rate, this should continue.
- Common assessments in math are written to address TEKS covered in each grade level. Then success groups are formed for additional support. Our commended rate has continued to increase in all areas, this should continue.

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- Sign in sheets
- Parent Surveys
- Teacher Interviews
- Celebration Anidotes

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Parent meetings well attended.
- Surveys for feedback were positive
- Phone callouts were well used

Needs

- Corporate sponsors and Adopt A School expanded.

Summary of Needs

- Informing parents of programs and resources of school.
- Providing alternative times for parents meetings.
- Parent liason for each title one campus.

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- Wilson Staff Surveys
- Wilson Parent Surveys

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 68% of respondents felt their voices were heard in decision making on school policy.
- 95% of staff is preceived as friendly by parents.
- 100% of teachers are reachable by parents.
- 100% of parents preceive their students are safe at school.
- 83% of parents preceive their issues have been resolved effectively.
- 93% of parents perceive the principal as visible.

Needs

- 26% of staff were neutral regarding their voice in making decisions.
- 29% were neutral regarding TCC being an useful tool.
- 15% disagree or strongly disagreed that their voice is heard or important.

Summary of Needs

- Parents preceive that Wilson could improve in resolving issues within the school.
- Parents preceive that Wilson could improve in preparing students for work or college.
- Continue to seek input and staff's voice in making decisions.

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- TI input
- Inventory of Hardware

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Staff is willing, with training, to use technology.
- Internet access, expands resources.
- Distance Learning expands resources.
- Two full computer labs.
- Teachers are well equipped for presentations, screen,projector, mobi, and teacher units.
- Media Retrieval.

Needs

- Bugs in district programs, Classworks, Gradespeed and Eduphoria.
- New classroom computers.
- Continue teacher training.
- Incentives to use technology.
- Content specific integration.
- Accomodations for students without home access.

Summary of Needs

- Assessment needed of students skills and knowledge of technology.
- More classroom computers.
- More staff development time during work day.
- Build a common language for technology.
- Reinstate computer tech support staff.

Comprehensive Needs Assessment Summary of Priority Needs
Wilson Elementary School

Demographics:
District needs to lower Teacher/Student ratio for campuses that include life skill students in the regular classroom.
Continue to decrease students who have excessive absentee rates.

School Culture and Climate:
Continue programs in place that benefit the culture and climate of high behavior expectations and academic success.
Emphasize and increase parent involvement and partnerships.

Curriculum, Instruction and Assessment:
The curriculum (TEKS), instruction (resources) and commons assessments are aligned to achieve our high commended rate, this should continue.
Common assessments in math are written to address TEKS covered in each grade level. Then success groups are formed for additional support. Our commended rate has continued to increase in all areas, this should continue.

School Content and Organization:
Parents preceive that Wilson could improve in resolving issues within the school.
Parents preceive that Wilson could improve in preparing students for work or college.
Continue to seek input and staff's voice in making decisions.

Student Achievement:
Continue work on common assessments and spending time in a "Year in Review, Nothing New" to deepen knowledge and instructional focus.

Teacher Quality:
Staff Development needs to be targeted and grade level specific.
Staff Attendance concerns raised when entire grade levels are out for training.
Nothing new but a year in review was shared by staff. Would like to perfect what has been given to staff.

Family and Community Involvement:
Informing parents of programs and resources of school.
Providing alternative times for parents meetings.
Parent liason for each title one campus.

Technology:
Assessment needed of students skills and knowledge of technology.
More classroom computers.
More staff development time during work day.
Build a common language for technology.
Reinstate computer tech support staff.

Board Summary
Campus Improvement Plans
2011-12

Wilson Elementary School

Wildy Important Goals for 2011-12
WIG 1: 90% of students will meet or exceed the adequate yearly progress on grade level appropriate assessments and evaluations in math or reading or writing. Our attendance rate will improve by .5%. Data, Staff Development Surveys, Comprehensive Needs Survey, Walk Throughs, Minutes and Agendas from PLC's, Grade Level Learning Logs, Assessment Observation Checklist, and Rubrics will be used.
WIG 2: CHAMPS will be impleted at the Wilson Campus. 100% of the classrooms will teach, use and reinforce voice levels, bathroom behavior expectations and and hallway expectations to decrease office visits by 25%.
WIG 3: All Parent Involvement Activities, with proper notice, will average the 35% attendance mark per activity. Parent Phone out system, reminder stickers, parent survey, comprehensive needs survey, parent involvement policy, The Mustang Muse, principal's blog, and various forms of media will be used.

Campus Improvement Plan
Wilson Elementary School

WIG 1

90% of students will meet or exceed the adequate yearly progress on grade level appropriate assessments and evaluations in math or reading or writing. Our attendance rate will improve by .5%. Data, Staff Development Surveys, Comprehensive Needs Survey, Walk Throughs, Minutes and Agendas from PLC's, Grade Level Learning Logs, Assessment Observation Checklist, and Rubrics will be used.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Daily Success Time Intervention will be mandatory for all grade levels to address students not meeting TEKS on informal and common assessments. **Person(s) Responsible:** Adminstration Team Classroom Teachers **Completion Date:** 05/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Scheduled Time by Grade Level	[ ]	[ ]		Scheduled time in the school day. Administrator walk throughs. Discussion during PLCs by teachers to form intervention groups based on data from assessments.	Benchmarks, common assessment scores	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Staff Developments will be held to improve curriculum delivery in all areas. For example: CAFE, Write from the Beginning, Response to Intervention, Aware Training, CHAMPS Implementation. **Person(s) Responsible:** Adminsitrative Team Instructional Specialist **Completion Date:** 05/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Cafe Books, Cafe Committee, Reading Interventionist 3-5, Trainer for WFTB, District Aware coordinator, RTI Committee, CHAMPS Committee, Staff Meeting Time	[X]	[ ]		Staff Meeting Agendas and Reflection Sheets. Administrator walk throughs. Anchor charts/CAFE board in classrooms as evidence of strategy implementation.	Improved student achievement. decrease in office referrals	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
100% of fourth grade students will be able to write to an expository sample, after integrating instruction in language arts, and science, and language arts a social studies. **Person(s) Responsible:** Fourth Grade Teachers **Completion Date:** 05/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Expository Writing prompt. Rubric for grading, AWARE data	[ ]	[ ]		Writing samples	Data from benchmarks, completed rubrics	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
75% of fourth grade students will meet the commended rate on common assessments in mathematics after instruction and intervention. **Person(s) Responsible:** Fourth Grade Teachers **Completion Date:** 05/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Math Common Assessments, AWARE data	[ ]	[ ]		Common Assessments, Success Intervention Time, AWARE data	AWARE Data, Commom Assessments	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Align curriculum to needed resources and use technology to improve instruction and communication. **Person(s) Responsible:** Principal, Instructional Specialists **Completion Date:** 03/16/2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Items for math, science, Literacy Libraries, and Technology, Title Budget	[X]	[ ]		PO, grants	Walk Throughs CNA, Data, Benchmarks	[X] CNA [ ] RS [ ] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Prepare and hold a Family Math and Science Night. **Person(s) Responsible:** Instructional Specialists **Completion Date:** 01/26/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Tubs from PDC, PO, planning time during Staff Meeting. Automated call in both languages to invite parents. Affix labels on students in both languages.	[X]	[ ]		PO, schedule	Sign in sheets, Data, Entry numbers in Science Fair.	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
100% of kindergarten students will be able to count objects to 32 as measured on Kathy Richardson Asessment by the end of the year. **Person(s) Responsible:** Kindergarten Team, Instructional Specialist **Completion Date:** 05/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Kathy Richardson Assessment, AWARE data, two educational leave days	[ ]	[ ]		Kathy Richardson Assessment, data in AWARE, ED Leave days	Data, assessment	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
85% of second grade students will perform on Level A on the Kathy Richardson Assessment by the end of the year after instuction and intervention. **Person(s) Responsible:** Second Grade Team, Instructional Specialist **Completion Date:** 5/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Kathy Richardson Assessment, data from AWARE, two educational leave days	[ ]	[ ]		Kathy Richardson Assessment, data in AWARE, ED Leave days	Data, assessments	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
80% of fifth grade math students will score 70% or above on district benchmarks as determined by TEKS . **Person(s) Responsible:** Fifth Grade Team, Instructional specialist **Completion Date:** 5/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Common Assessments, data from AWARE	[ ]	[ ]		common assessments, data in AWARE	data, assessments	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
83% of third graders will receive a passing rate with a commended rate of 60% in reading. **Person(s) Responsible:** Adminstrative Team, Third grade teachers Instructional Specialist. **Completion Date:** 5/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Common Assessments, data from AWARE	[ ]	[ ]		Common Assessments, data from AWARE	data, assessments	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
80% of third graders will receive a passing rate with a commended rate of 40% in math. **Person(s) Responsible:** Admininstrative team, Third grade teachers **Completion Date:** 5/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Common Assessments, data from AWARE	[ ]	[ ]		Common Assessments, data from AWARE	data, assessments	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Selected students will participate in the continued development of Robotics Program. **Person(s) Responsible:** EXPO Teacher, Librarian, Grade Level Teacher **Completion Date:** 05/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	IB0TS, tables, Disrict Technology, Title, fundraising, Student Activity Account, Grant, and Educational Leave (3)	[X]	[ ]		IBOT Meeting Minutes, Number of applications turned in, PO, club and camp schedules	Number of Students and Parents Involved, Competitions attended	[X] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide a full time Math Specialist and interventionist. **Person(s) Responsible:** Principal, Curriculum , Title One Co.ordinator **Completion Date:** 08/11/2011-06/01/2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Math Intervention Materials, Schedule, Grade Level Meeting Agendas, Staff Meeting Agendas 34,802 (TI) / 34,802 (SCE)	[X]	[X]	1	Interventionist Schedule, Number of students served. Number of Teachers Coached.	Richardson Assessment, Benchmarks, Common Assessments	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide a full time Reading Specialist and interventionist for grades 3-5. **Person(s) Responsible:** Principal, Curriculum, Title One Coordinator **Completion Date:** 08/11/2011-06/01/2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Reading Interventionist Materials, Schedule 28,527 (TI) / 28,527 (SCE)	[X]	[X]	1	Interventionist Schedule, Number of students served	Benchmarks, TAKS, SRI,	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide Reading Recovery teacher for early intervention K-2. **Person(s) Responsible:** Principal, Curriculum, Title One Coordinator **Completion Date:** 08/11/2011-06/01/2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Reading Recovery materials 34,290	[ ]	[X]	.5	Schedule, Number of students served in Reading Recovery and Literacy Groups	Data, Students who complete program.ELI, SELI	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Wilson will provide incentives, celebrations, and follow up on attendance. Student Absences will be followed up with the DISD automated phone call absence reminder. Excessive late pickups, loss of instructional time, tardies, and absences will be addressed by the Teacher and Administrative team. **Person(s) Responsible:** Teachers, Admininstrative Team, Counselor **Completion Date:** 05/31/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Attendance data, Activity Budget, Schedule	[ ]	[ ]		Celebration Schedule, Lists	Attendance Rate, audit	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
88% of all first graders will achieve an A (applied) or P (progressing) level on the Kathy Richardson Math Assessment. **Person(s) Responsible:** First grade team, Administrative team **Completion Date:** 5/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Kathy Richardson Assessments Common Assessments	[ ]	[ ]		Kathy Richardson Assessments Common Assessments	data, assessments	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Two Grade Level Meetings in a PLC style will be held each month to address instruction in math, Response to Intervention implementation, and CHAMPS implementation and essential learnings, common assessments, and student progress. A super PLC will be held once a semester. **Person(s) Responsible:** Adminstrative Team, Counselor **Completion Date:** 05/15/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Agendas, Schedule	[X]	[ ]		Assessment Observation Checklist, Kathy Richardson Assessments, Benchmarks, data, Lesson Plans	Minutes and Artifacts	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Each Grade Level will participate in a Service Learning Project. **Person(s) Responsible:** Grade Level Chairs **Completion Date:** 05/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Committee Work	[ ]	[ ]		SMART Goals, Plans	05/24/2011 Share out at Celebration Time at Staff Meeting.	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
88% of first graders will be reading on a level J at 60 wpm or more by the end of the year. **Person(s) Responsible:** First grade team, Administrative team **Completion Date:** 5/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	ELI/SELI, guided reading, Reading Counts Success	[ ]	[ ]		ELI/SELI, guided reading, Reading Counts Success	data, assessment	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Wilson Elementary School

WIG 2

CHAMPS will be impleted at the Wilson Campus. 100% of the classrooms will teach, use and reinforce voice levels, bathroom behavior expectations and and hallway expectations to decrease office visits by 25%.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
CHAMPS Comittees will provide a staff inservice with two follow ups throughout the year. **Person(s) Responsible:** CHAMPS committee **Completion Date:** 05/31/2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	CHAMPS Book, posters, rap, songs, videos, webpage	[ ]	[ ]		Staff Meeting Agendas, Attendance at training	Less office referrals, antidotal check ins at CLT meetings, Staff Meetings, number of class compliments.	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Eight more staff will be trained by a CHAMPS, trainee if provided by the district.. **Person(s) Responsible:** Principal, District Coordinator **Completion Date:** 05/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	CHAMPS trainee provided by the District, CHAMPS book.	[ ]	[ ]		Eight more staff attend	Less office referral, increased compliments in hallway and cafeteria.	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Two more areas will be chosen to expanded and to be "CHAMPED" for the following school year. **Person(s) Responsible:** CHAMPS Committe **Completion Date:** 05/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Posters, Webpage, songs, rap, and video	[ ]	[ ]		Two more areas	Less office referrals, increased compliments in hallway and cafeteria.	[X] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Wilson Elementary School

WIG 3

All Parent Involvement Activities, with proper notice, will average the 35% attendance mark per activity. Parent Phone out system, reminder stickers, parent survey, comprehensive needs survey, parent involvement policy, The Mustang Muse, principal's blog, and various forms of media will be used.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Parent Involvement Policy will be sent home at the beginning of school year to all parents and made available on the school website. It will be updated at the last CLT meeting of the year. **Person(s) Responsible:** Principal, Receptionist **Completion Date:** 05/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policy run off and sent home.	[X]	[ ]		Sent home by receptionist	Parents are aware and directed to the policy when they inquire.	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Kindergarten will have a home-to-school connection newsletter that will be posted on each teacher's webpage weekly. **Person(s) Responsible:** Kindergarten Team **Completion Date:** 05/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Webpage	[X]	[ ]		Number of newsletters on webpage	Parents are aware and informed of activities in the classroom that they can support at home.	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The automated phone systems will be used to invite parents to activities. **Person(s) Responsible:** Assist. Principal **Completion Date:** 05/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Phone calls messages, and computer system	[ ]	[ ]		Phone call report, attendance sign in sheets	Increased attendance at events	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The Principal will use several different forms of electronic communication to get information from home to school including to but not limited to weekly and monthly publications. **Person(s) Responsible:** Principal, District Translator, Office Staff,. webmaster **Completion Date:** 5/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	The Mustang Muse, Principal's blog, webpage	[X]	[ ]		Copies on website of newsletters, approved blogs, monitor hits on the school website	Parent survey, information available that meets parent's needs.	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Wilson Elementary School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS- Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs
including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region Xl workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Kathy Knight
2) Classroom Teacher	Vanessa Arispe
3) Classroom Teacher	Tammy Gramling
4) Classroom Teacher	Tracy Ormand
5) Classroom Teacher	Giselle Fields
6) Classroom Teacher	Kim Wilkins
7) Campus-based Nonteaching Professional	Carol Richmond
8) Campus-based Paraprofessional and Operations Staff	Mary Ann Lira
9) District-level Professional	Lisa De Los Santos
10) Parent	Lynn Davenport
11) Parent	Michelle Reeves
12) Community Member	Jorge Vargas
13) Community Member	Marilyn Rouse
14) Business Representative	Larry Collister
15) Business Representative	open

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	08/29/11	3:10	Conference Room
2	09/26/11	3:10	Conference Room
3	10/31/11	3:10	Conference Room
4	11/28/11	3:10	Conference Room
5	01/30/12	3:10	Conference Room
6	02/27/12	3:10	Conference Room
7	3/26/12	3:10	Conference Room
8	4/30/12	3:10	Conference Room
9	5/29/12	3:10	Conference Room

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: EMILIO & GUADALUPE GONZALEZ PRE-K

Campus #: 061901124

2011 Accountability Rating: Not Rated: Other

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		314	100.0%	-	23,832	4,912,385
Students By Grade:	Early Childhood Education	17	5.4%	-	0.4%	0.3%
	Pre-Kindergarten	297	94.6%	-	3.0%	4.5%
	Kindergarten	0	0.0%	-	8.5%	7.6%
	Grade 1	0	0.0%	-	8.5%	7.9%
	Grade 2	0	0.0%	-	8.8%	7.7%
	Grade 3	0	0.0%	-	8.5%	7.6%
	Grade 4	0	0.0%	-	7.9%	7.6%
	Grade 5	0	0.0%	-	7.9%	7.6%
	Grade 6	0	0.0%	-	7.2%	7.4%
	Grade 7	0	0.0%	-	7.1%	7.3%
	Grade 8	0	0.0%	-	7.1%	7.2%
	Grade 9	0	0.0%	-	7.5%	7.9%
	Grade 10	0	0.0%	-	6.4%	7.0%
	Grade 11	0	0.0%	-	5.7%	6.4%
	Grade 12	0	0.0%	-	5.5%	5.9%
Ethnic Distribution:	African American	30	9.6%	-	11.6%	12.9%
	Hispanic	176	56.1%	-	30.8%	50.3%
	White	88	28.0%	-	52.9%	31.2%
	Native American	3	1.0%	-	0.9%	0.5%
	Asian	8	2.5%	-	2.6%	3.4%
	Pacific Islander	0	0.0%	-	0.1%	0.1%
	Two or More Races	9	2.9%	-	1.2%	1.6%
Economically Disadvantaged		274	87.3%	-	41.5%	59.2%
Limited English Proficient (LEP)		135	43.0%	-	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		0	-	-	1.3%	1.9%
At-Risk		158	50.3%	-	35.1%	46.3%
Mobility (2009-10)		-	-	-	17.1%	18.2%
Number of Students per Teacher		24.2	n/a	-	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates				Special Education Rates			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	2.1%	2.3%	-	-	14.3%	10.7%
Grade 1	-	-	1.5%	4.7%	-	-	8.5%	8.9%
Grade 2	-	-	0.8%	2.8%	-	-	3.8%	4.1%
Grade 3	-	-	1.1%	2.0%	-	-	1.4%	1.8%
Grade 4	-	-	0.1%	1.1%	-	-	0.4%	0.9%
Grade 5	-	-	0.4%	1.3%	-	-	2.0%	1.3%
Grade 6	-	-	0.1%	0.7%	-	-	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.8	19.0
	Grade 1	-	-	18.9	18.9
	Grade 2	-	-	18.8	18.8
	Grade 3	-	-	19.1	18.8
	Grade 4	-	-	20.3	19.0
	Grade 5	-	-	21.9	21.4
	Grade 6	-	-	20.9	20.7
	Mixed Grades	-	-	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	27.4	100.0%	-	100.0%	100.0%
Professional Staff:	20.6	75.3%	-	72.3%	63.4%
Teachers	13.0	47.5%	-	56.2%	50.5%
Professional Support	5.6	20.5%	-	12.8%	9.0%
Campus Admin. (School Leader.)	2.0	7.3%	-	2.7%	2.8%
Educational Aides:	6.8	24.7%	-	7.9%	9.5%
Total Minority Staff:	6.1	22.5%	-	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	-	6.5%	9.3%
Hispanic	2.0	15.4%	-	11.7%	23.7%
White	11.0	84.6%	-	78.4%	63.9%
American Indian	0.0	0.0%	-	0.8%	0.4%
Asian	0.0	0.0%	-	0.4%	1.3%
Pacific Islander	0.0	0.0%	-	0.1%	0.1%
Two or More Races	0.0	0.0%	-	2.1%	1.3%
Males	0.0	0.0%	-	24.0%	23.2%
Females	13.0	100.0%	-	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	4.9	37.7%	-	4.8%	6.0%
1-5 Years Experience	2.0	15.4%	-	31.8%	30.0%
6-10 Years Experience	3.1	23.8%	-	22.7%	21.1%
11-20 Years Experience	1.0	7.7%	-	25.5%	25.0%
0ver 20 Years Experience	2.0	15.4%	-	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	8.1 yrs.	- yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	4.4 yrs.	- yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$41,004	-	$45,521	$41,272
1-5 Years Experience	$46,800	-	$47,448	$44,013
6-10 Years Experience	$48,709	-	$48,287	$46,604
11-20 Years Experience	$49,480	-	$51,852	$50,476
Over 20 Years Experience	$65,210	-	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$48,112	-	$51,120	$48,638
Professional Support	$50,062	-	$55,177	$57,045
Campus Administration (School Leadership)	$92,348	-	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	-	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$150,940	100.0%	-	$150,940	100.0%	-	-	-	-
Instruction (11,95)	$1,199	0.8%	-	$1,199	0.8%	-	-	-	-
Instructional-Related Services (12,13)	$0	0.0%	-	$0	0.0%	-	-	-	-
Instructional Leadership (21)	$0	0.0%	-	$0	0.0%	-	-	-	-
School Leadership (23)	$149,741	99.2%	-	$149,741	99.2%	-	-	-	-
Support Services-Student (31,32,33)	$0	0.0%	-	$0	0.0%	-	-	-	-
Other Campus Costs (35,36,51,52,53)	$0	0.0%	-	$0	0.0%	-	-	-	-
By Program:									
Total Operating Expenditures	$1,199	100.0%	-	$1,199	100.0%	-	-	-	-
Bilingual/ESL Education (25)	$0	0.0%	-	$0	0.0%	-	-	-	-
Career & Technical Education (22)	$0	0.0%	-	$0	0.0%	-	-	-	-
Accelerated Education (24,30)	$0	0.0%	-	$0	0.0%	-	-	-	-
Gifted & Talented Education (21)	$0	0.0%	-	$0	0.0%	-	-	-	-
Regular Education (11)	$1,199	100.0%	-	$1,199	100.0%	-	-	-	-
Special Education (23)	$0	0.0%	-	$0	0.0%	-	-	-	-
Athletics/Related Activities (91)	$0	0.0%	-	$0	0.0%	-	-	-	-
High School Allotment (31)	$0	0.0%	-	$0	0.0%	-	-	-	-
Other (26,28,29)	$0	0.0%	-	$0	0.0%	-	-	-	-

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	137	43.6%	-	14.3%	16.2%
Career & Technical Education	0	0.0%	-	16.7%	21.0%
Gifted & Talented Education	0	0.0%	-	8.7%	7.7%
Special Education	25	8.0%	-	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	7.0	53.7%	-	7.1%	5.5%
Career & Technical Education	0.0	0.0%	-	3.6%	4.0%
Compensatory Education	1.0	7.5%	-	5.0%	2.9%
Gifted & Talented Education	0.0	0.0%	-	1.7%	1.9%
Regular Education	2.0	15.4%	-	68.0%	73.4%
Special Education	3.0	23.5%	-	12.0%	9.1%
Other	0.0	0.0%	-	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

2011-12
Campus Improvement Plan
for
Gonzalez School for Young Children

To nurture, protect, and educate our students.

Mission Statement

To nurture, protect, and educate our students.'s Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Gonzalez School for Young Children's Mission Statement

Board Goals

To nurture, protect, and educate our students.'s Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Gonzalez School for Young Children Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Gonzalez School for Young Children conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- Parent survey

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- growing
- low socioeconimic mostly

Needs

- more kids
- more ways to reach these families

Summary of Needs

- The demographic summary indicates that we are a low socioeconomic community. The committee feels that we need to become aware of resources available to help reach and support these families

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- student assessment data
- report cards

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- disaggregation addressed on report card
- we encourage good attendance
- offer incentives for perfect attendance

Needs

- new revised report card
- stricter enforcement

Summary of Needs

- Our school is making progress to address the data having a uniform report card. However, the report card is very vague and needs revision. Tehs tudents making progress are those that come on a regular basis. They are learning routines and expectaions at a better rate. We need tocontinue to enforce negative better rate. We need to enforce negative attendance and continue to offer incentives for perfect attendance.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Parent surveys
- Parents felt like there was a safe environment and students are safe.

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- car procedure
- front office
- staff placement throughout school

Needs

- consistent consequences
- Hitting is not ok

Summary of Needs

- Consensus of families is that the school is a safe environment. We need to have a consistent set of expectations, rules, and consequences for student behavior.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- teacher survey/conversations

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- high quality teachers (bachelors degree, teacher certification)
- through pride evaluations we discuss our
- our performance with the principal, suggestions for improvements, observations, and student improvement
- new staff-we help them by mentoring, helping with ideas, team meetings

Needs

- PDAS training
- Assign new teachers to specific mentor-provide training support and materials

Summary of Needs

- We need training in PDAS

  New teacher mentor program

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- team meetings
- scope and sequence
- scholastic curriculum

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- anticipated direction
- new curriculum and assessment will be given
- experience of 1st year of 3s and 4s
- perspective of what is developmentally appropriate practice

Needs

- timely organization of scope and sequence
- timely training on curriculum and assessment
- meeting with k teachers on vertical alignment
- share with other district pre-k teachers

Summary of Needs

- Would like to do more vertical teaming with other teams on campus, as well as others on different campuses. Will need to communicate with new curriculum and assessment being implemented next year.

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- support for students (special ed., second language, etc. -communication with staff and parents is good.

Needs

- need translators who can help communicate with our families
- need for improvement in supporting our families

Summary of Needs

- Need more support programs for parents

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- teacher discussion
- parent surveys

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- we have full support of our distric and principal.
- newly formed PTA
- CLT allows our teachers to have a voice in decisions made and policies put in place for our school. Principal bounces ideas off us in in faculty meetings
- according to surveys, parents are happy with the programs we have in place

Needs

Summary of Needs

- Teachers feel they are supported and have a voice. They also feel that a majority of the families are happy with the school programs

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- teacher discussion

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- amount of technology
- child sized materials

Needs

- variety of adaptable technology for younger students

Summary of Needs

- school wide technology objectives
- teachers need to keep webpages updated or create webpages more age appropriate technology and variety of modifications

Comprehensive Needs Assessment Summary of Priority Needs

Demographics:
The demographic summary indicates that we are a low socioeconomic community. The committee feels that we need to become aware of resources available to help reach and support these families

Student Achievement:
Our school is making progress to address the data having a uniform report card. However, the report card is very vague and needs revision. Tehs tudents making progress are those that come on a regular basis. They are learning routines and expectaions at a better rate. We need tocontinue to enforce negative better rate. We need to enforce negative attendance and continue to offer incentives for perfect attendance.

School Culture and Climate:
Consensus of families is that the school is a safe environment. We need to have a consistent set of expectations, rules, and consequences for student behavior.

Teacher Quality:
We need training in PDAS

New teacher mentor program

Curriculum, Instruction and Assessment:
Would like to do more vertical teaming with other teams on campus, as well as others on different campuses. Will need to communicate with new curriculum and assessment being implemented next year.

Family and Community Involvement:
Need more support programs for parents

School Content and Organization:
Teachers feel they are supported and have a voice. They also feel that a majority of the families are happy with the school programs

Technology:
school wide technology objectives
teachers need to keep webpages updated or create webpages more age appropriate technology and variety of modifications

Board Summary
Campus Improvement Plans
2011-12

Gonzalez School for Young Children

Wildy Important Goals for 2011-12
WIG 1: Gonzalez SYC will strive for a 93% attendance rate among the students enrolled for the 2011-2012 school year.
WIG 2: Gonzalez will implement campus wide expectations for behavior, focusing on providing consistent reinforcers or natural consequences that will assist in improving students overal social/emotional development.
WIG 3: Gonzalez SYC staff will focus on mastering new curriculum and assessment tools through the use of PLCs, vertical teaming, and meeting with other pre-k campuses.

Campus Improvement Plan
Gonzalez School for Young Children

WIG 1

Gonzalez SYC will strive for a 93% attendance rate among the students enrolled for the 2011-2012 school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1) Gonzalez Staff will offer 6 weeks incentives, such as our PAW Wall (perfect attendance wall) and tickets for Pickles and Popcorn. Teachers will facilitate a classroom incentive program for attendance in addition to the school program. **Person(s) Responsible:** Teachers Secretary Principal PTA **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Letters, eschool plus program Incentive materials, Pickles and Popcorn tickets, food items	[ ]	[ ]		Attendance records Information on Paw wall	Comparing attendance records from 2010-2011 with 2011-2012.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teacher and staff will model and teach healthy habits, such as good hand washing and covering mouth and nose when sneezing. **Person(s) Responsible:** Nurse Teachers paraprofessionals **Completion Date:** 5/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Information about healthy habits	[ ]	[ ]		Staff will model and teach healthy habits	Compare students attendance records from 2010-2011 and determine if students showed an increase in attendance.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Attendance letters will be sent home and followed up with by administration and teachers with students having persistent attendance issues. **Person(s) Responsible:** Principal Receptionist Teachers **Completion Date:** 5/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Attendance information, district information and forms	[ ]	[ ]		Parent/Teacher conferences Ongoing communication with parents	Attendance rate will improve as a campus and for individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Gonzalez School for Young Children

WIG 2

Gonzalez will implement campus wide expectations for behavior, focusing on providing consistent reinforcers or natural consequences that will assist in improving students overal social/emotional development.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Gonzalez will set expectations using CHAMPS model. **Person(s) Responsible:** Principal Teachers **Completion Date:** 5/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Champs materials. Campus posters	[ ]	[ ]		Champs posters, training sign in sheet, champs materials Use of Pup Paw	Structured routines will be followed and students understand and follow expectations in commons areas.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Children will be reinforced for following these expectations with verbal praise or bones!! **Person(s) Responsible:** Teacher Administrator **Completion Date:** 5/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Champs posters, classroom rules posted.	[ ]	[ ]		Students receive written praise on bones, given to them by administration or other staff members. Teachers will keep documentation of student behavior in the classroom, i.e. daily behavior charts, etc	Students will understand and follow classroom routines and expectations.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
. Teachers will develop classroom expectations that are common to others on their teams. Implementation of these expectations will differ based on needs of the classroom and students. **Person(s) Responsible:** Teacher **Completion Date:** 5/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Posters with classroom rules	[ ]	[ ]		Children will understand classroom routines and expectations.		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Gonzalez School for Young Children

WIG 3

Gonzalez SYC staff will focus on mastering new curriculum and assessment tools through the use of PLCs, vertical teaming, and meeting with other pre-k campuses.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1) Instruction will focus on academic, social/emotional development, and fine/gross motor skills that are appropriate for preschool aged children. **Person(s) Responsible:** Teachers Paraprofessionals Administrators **Completion Date:** 5/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State adopted curriclum and assessment documentation Classroom manipulatives and learning materials	[ ]	[ ]		Ongoing assessments and observations will be conducted by the teacher.	Students are demonstrating improvement or mastery of Pre-Kindergarten guidelines.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2) Differentiated and small group instruction will be used to address the developmental needs of our three year old and four year old students. **Person(s) Responsible:** Teachers Paraprofessionals **Completion Date:** 5/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State adopted curriculum and materials	[ ]	[ ]		Ongoing assessments and observations will be conducted by the teacher.	Students are demonstrating improvement or mastery of Pre-Kindergarten guidelines.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
3) Ongoing assessments and observations will be conducted to monitor and report student progress using data driven information. **Person(s) Responsible:** Teachers Paraprofessionals Administrators **Completion Date:** 5/31/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State adopted curriculum and materials Assessment materials	[ ]	[ ]		Ongoing assessments and observations will be conducted by the teacher.	Students are demonstrating improvement or mastery of Pre-Kindergarten guidelines.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Gonzalez School for Young Children

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region Xl workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Bonny Hollas
2) Classroom Teacher	Heidi Phillips
3) Classroom Teacher	Lisa Orelove
4) Classroom Teacher	Monica Gil
5) Classroom Teacher	Daisy King
6) Classroom Teacher	Terri Metzler
7) Campus-based Nonteaching Professional	
8) Campus-based Paraprofessional and Operations Staff	Sherry Burkett/Phyllis Bruce
9) District-level Professional	Sharon Cox
10) Parent	Roselia Rodriguez
11) Parent	Tessa Butler
12) Community Member	Popo Gonzalez
13) Community Member	
14) Business Representative	Lupe Gonzalez
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	9/13/11	3:20 p.m.	Gonzalez Parent Room
2	11/8/11	3:20 p.m.	Gonzalez Parent Room
3	1/10/12	3:30 p.m.	Gonzalez Parent Room
4	3/13/12	3:20 p.m.	Gonzalez Parent Room
5	5/8/12	3:20 p.m.	Gonzalez Parent Room

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: THE ANN WINDLE SCHOOL FOR YOUNG CH

Campus #: 061901114

2011 Accountability Rating: Not Rated: Other

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		234	100.0%	-	23,832	4,912,385
Students By Grade:	Early Childhood Education	33	14.1%	-	0.4%	0.3%
	Pre-Kindergarten	201	85.9%	-	3.0%	4.5%
	Kindergarten	0	0.0%	-	8.5%	7.6%
	Grade 1	0	0.0%	-	8.5%	7.9%
	Grade 2	0	0.0%	-	8.8%	7.7%
	Grade 3	0	0.0%	-	8.5%	7.6%
	Grade 4	0	0.0%	-	7.9%	7.6%
	Grade 5	0	0.0%	-	7.9%	7.6%
	Grade 6	0	0.0%	-	7.2%	7.4%
	Grade 7	0	0.0%	-	7.1%	7.3%
	Grade 8	0	0.0%	-	7.1%	7.2%
	Grade 9	0	0.0%	-	7.5%	7.9%
	Grade 10	0	0.0%	-	6.4%	7.0%
	Grade 11	0	0.0%	-	5.7%	6.4%
	Grade 12	0	0.0%	-	5.5%	5.9%
Ethnic Distribution:	African American	52	22.2%	-	11.6%	12.9%
	Hispanic	120	51.3%	-	30.8%	50.3%
	White	49	20.9%	-	52.9%	31.2%
	Native American	0	0.0%	-	0.9%	0.5%
	Asian	6	2.6%	-	2.6%	3.4%
	Pacific Islander	0	0.0%	-	0.1%	0.1%
	Two or More Races	7	3.0%	-	1.2%	1.6%
Economically Disadvantaged		213	91.0%	-	41.5%	59.2%
Limited English Proficient (LEP)		95	40.6%	-	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		0	0.0%	-	1.3%	1.9%
At-Risk		98	41.9%	-	35.1%	46.3%
Mobility (2009-10)		-	-	-	17.1%	18.2%
Number of Students per Teacher		11.7	n/a	-	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	-	-	2.1%	2.3%	-	-	14.3%	10.7%
Grade 1	-	-	1.5%	4.7%	-	-	8.5%	8.9%
Grade 2	-	-	0.8%	2.8%	-	-	3.8%	4.1%
Grade 3	-	-	1.1%	2.0%	-	-	1.4%	1.8%
Grade 4	-	-	0.1%	1.1%	-	-	0.4%	0.9%
Grade 5	-	-	0.4%	1.3%	-	-	2.0%	1.3%
Grade 6	-	-	0.1%	0.7%	-	-	3.7%	1.2%
Grade 7	-	-	0.2%	1.0%	-	-	1.4%	1.4%
Grade 8	-	-	0.1%	1.2%	-	-	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.8	19.0
	Grade 1	-	-	18.9	18.9
	Grade 2	-	-	18.8	18.8
	Grade 3	-	-	19.1	18.8
	Grade 4	-	-	20.3	19.0
	Grade 5	-	-	21.9	21.4
	Grade 6	-	-	20.9	20.7
	Mixed Grades	-	-	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	46.0	100.0%	-	100.0%	100.0%
Professional Staff:	29.0	63.0%	-	72.3%	63.4%
Teachers	20.1	43.6%	-	56.2%	50.5%
Professional Support	7.9	17.3%	-	12.8%	9.0%
Campus Admin. (School Leader.)	1.0	2.2%	-	2.7%	2.8%
Educational Aides:	17.0	37.0%	-	7.9%	9.5%
Total Minority Staff:	25.1	54.5%	-	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	1.0	5.0%	-	6.5%	9.3%
Hispanic	8.0	39.9%	-	11.7%	23.7%
White	11.1	55.1%	-	78.4%	63.9%
American Indian	0.0	0.0%	-	0.8%	0.4%
Asian	0.0	0.0%	-	0.4%	1.3%
Pacific Islander	0.0	0.0%	-	0.1%	0.1%
Two or More Races	0.0	0.0%	-	2.1%	1.3%
Males	2.0	10.0%	-	24.0%	23.2%
Females	18.1	90.0%	-	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	5.0%	-	4.8%	6.0%
1-5 Years Experience	10.0	49.8%	-	31.8%	30.0%
6-10 Years Experience	5.0	24.9%	-	22.7%	21.1%
11-20 Years Experience	4.0	19.9%	-	25.5%	25.0%
0ver 20 Years Experience	0.1	0.3%	-	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	7.2 yrs.	- yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	5.2 yrs.	- yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$49,643	-	$45,521	$41,272
1-5 Years Experience	$48,066	-	$47,448	$44,013
6-10 Years Experience	$48,634	-	$48,287	$46,604
11-20 Years Experience	$51,355	-	$51,852	$50,476
Over 20 Years Experience	$59,860	-	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$48,978	-	$51,120	$48,638
Professional Support	$54,671	-	$55,177	$57,045
Campus Administration (School Leadership)	$87,000	-	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	-	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$1,062,900	100.0%	$9,085	$2,486,749	100.0%	$21,254	-	-	-
Instruction (11,95)	$521,647	49.1%	$4,459	$1,599,193	64.3%	$13,668	-	-	-
Instructional-Related Services (12,13)	$13,592	1.3%	$116	$14,792	0.6%	$126	-	-	-
Instructional Leadership (21)	$12,857	1.2%	$110	$12,857	0.5%	$110	-	-	-
School Leadership (23)	$162,504	15.3%	$1,389	$171,962	6.9%	$1,470	-	-	-
Support Services-Student (31,32,33)	$127,182	12.0%	$1,087	$318,200	12.8%	$2,720	-	-	-
Other Campus Costs (35,36,51,52,53)	$225,118	21.2%	$1,924	$369,745	14.9%	$3,160	-	-	-
By Program:									
Total Operating Expenditures	$837,782	100.0%	$7,161	$2,116,612	100.0%	$18,091	-	-	-
Bilingual/ESL Education (25)	$52	0.0%	$0	$52	0.0%	$0	-	-	-
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Accelerated Education (24,30)	$3,600	0.4%	$31	$1,281,767	60.6%	$10,955	-	-	-
Gifted & Talented Education (21)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Regular Education (11)	$176,460	21.1%	$1,508	$176,460	8.3%	$1,508	-	-	-
Special Education (23)	$657,670	78.5%	$5,621	$658,333	31.1%	$5,627	-	-	-
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	-	-	-

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	95	40.6%	-	14.3%	16.2%
Career & Technical Education	0	0.0%	-	16.7%	21.0%
Gifted & Talented Education	0	0.0%	-	8.7%	7.7%
Special Education	41	17.5%	-	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	5.0	24.9%	-	7.1%	5.5%
Career & Technical Education	0.0	0.0%	-	3.6%	4.0%
Compensatory Education	7.0	34.9%	-	5.0%	2.9%
Gifted & Talented Education	0.0	0.0%	-	1.7%	1.9%
Regular Education	2.0	10.0%	-	68.0%	73.4%
Special Education	6.1	30.2%	-	12.0%	9.1%
Other	0.0	0.0%	-	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

2011-12
Campus Improvement Plan
for
Ann Windle School for Young Children and Head Start Strategic Plan

DISD

Mission Statement

DISD's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Ann Windle School for Young Children and Head Start Strategic Plan's Mission Statement

To provide a comprehensive
and integrated system
for delivering services to
families and children in such a way that:

- Enhances children's growth and development
- Strengthens families as the primary nurturers of their children
- Provides children with educational, health, and nutritional services
- Links children and families to needed community services, and
- Ensures well managed programs that involve parents in decision making

So that it brings about a greater degree
of family autonomy so as to
promote self-concept & social and academic competence
in preschool children.

Board Goals

DISD's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Ann Windle School for Young Children and Head Start Strategic Plan Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Ann Windle School for Young Children and Head Start Strategic Plan conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- Entry/Withdrawal Reports
- TEA Academic Excellence
- Nurse's CPS Numbers
- Social Worker's CPS Numbers

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Stability rating
- No migrant families

Needs

- Tracking for Bilingual/ESL students

Summary of Needs

- Develop a spreadsheet where data is entered for the Woodcock-Munoz assessment. Data could be entered at the beginning and end of eack year to track progression.

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- 2009-2010 PIR Head Start reports
- 2008-2009 DIR Head Start reports

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Improvement is shown in the PIR report
- All special Ed students have IET's
- 8 out 19 teachers have SALSA Training
- Math though " All Aboard " Training

Needs

- More Training in math and science
- PPCD Assessment Data needed to show growth
- PRI does not show all populations

Summary of Needs

- Investigate ways to include special ed in campus data.
- Continue to improve teacher skills in math and science areas.
- Encourage more teachers to become SALSA Trained

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Review of discipline
- Interview of teacher
- Interviews of teacher assistants
- Sampling of anecdotal records
- Interview of parents
- Parent Survey

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Staff trained in Conscious Discipline
- Strategies
- Bullying training completed with all pods
- Play therapy for Head Start students
- in conjunction with UNT

Needs

- Consistent documentation of
- discipline referrals
- Use of AWARE program by
- appropriate staff for tracking
- discipline referrals
- Log book when a child
- comes to visit the office
- or one of the support staff
- for reasons other than a full
- discipline referrals (I.E.-talk to

Summary of Needs

- A consistent method for keeping track of office visits that do not
- warrant a full discipline form being completed needs
- To support the RTI process as children leave the AWSYC campus
- Education Specialist and Mental Health Specialist should be trained in
- the use of AWARE in addition to the Disability Specialist
- Data from the Student Early Intervention Committee should be
- entered into AWARE.
- Conduct Bullying Training in next school year to assure students
- new to the campus are also trained

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- SBEC Educator Certifications
- NCLB- Highly Qualified Teacher
- Professional Development
- Faculty Survey
- Windle-Statistical analysis & Report of Assessments

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- All teachers are "Highly Qualified
- Wide range of professional development training to address pre-k goals
- New teachers feel informed

Needs

- Mentor training
- More training in Science Pre-k Guidelines

Summary of Needs

- Mentor teacher training can be conducted at the beginning of each year as new staff is assigned.
- Deeper science training for teachers. Salsa would be an example.

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- Scholastics Assessment
- Scope & Sequence on Euphoria
- Survey of teachers
- Collaboration with Curriculum Team

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Renewing our curriculum
- Texas Pre Kindergarten Guidelines Develop by teams with Ann Windle Staff Involvement
- Scholastic and Lap D Assessment tool
- Lessons built on the Understanding by Design method

Needs

- Continued Training

Summary of Needs

- Ann Windle should continue to connect with the curriculum department to stay on top of changes and needs in the curriculum

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- Windle Family & Community Partnership Counts.
- Parent Volunteer Information
- Parent Training Information

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Good participation in Parent Orientation 280 out of 300
- Strong community Involvement
- A lot of parent involvement in school-wide activities.
- Good number of parent volunteer in classrooms
- Good participation in Saturday math & reading sessions

Needs

- Small number of parents take advantage of trainings after school
- PTA membership is low.

Summary of Needs

- We need to discuss ways to get more parents to attend trainings.
- Examine parent participation in PTA.

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- Lesson plans
- SALSA enrollment
- Program Structure flowchart
- CLT Notes
- Pod meeting notes

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Communication from administration to
- staff , from administration to pod leaders
- and from pod leaders to paras
- Communication from administration to
- Head Start Policy council participates in
- decision making
- Training provided to improve science
- Program Structure meets the needs of the program

Needs

- Training on weak subject areas
- Low Science scores on PK pre/post
- test analysis
- 54% of 146 students were at Level III
- at end of 2010
- Significant differences in age/ethnic
- groups on Pre-K science results
- indicate need for training in
- age appropriate teaching strategies
- All teachers SALSA trained

Summary of Needs

- To plan more professional development in areas with emphasis in science
- Explore age appropriate science strategies
- Increase number of SALSA enrolled teachers
- To emphasize regularly scheduled science lessons
- Improvement in science scores on Pre-k guidelines assessment

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- Staff created teacher survey
- review of lesson plans
- Walk-through of classroom to
- Determine artifacts demonstrating
- Use of Technology

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Computer in all classrooms
- Access to digital camera in pod
- Internet with child safe sites identified

Needs

- Projectors for each pod/classroom
- Elmos
- Smartboard
- Digital camera in each class

Summary of Needs

- Detetmined how to improve available technology for a whole group activity
- Look at how to gain more technology resources so that we may implement the new PK technology component

Comprehensive Needs Assessment Summary of Priority Needs

Demographics:
Develop a spreadsheet where data is entered for the Woodcock-Munoz assessment.
Data could be entered at the beginning and end of eack year to track progression.

Student Achievement:
Investigate ways to include special ed in campus data.
Continue to improve teacher skills in math and science areas.
Encourage more teachers to become SALSA Trained

School Culture and Climate:
A consistent method for keeping track of office visits that do not warrant a full discipline form being completed needs
To support the RTI process as children leave the AWSYC campus Education Specialist and Mental Health Specialist should be trained in the use of AWARE in addition to the Disability Specialist
Data from the Student Early Intervention Committee should be entered into AWARE.
Conduct Bullying Training in next school year to assure students new to the campus are also trained

Teacher Quality:
Mentor teacher training can be conducted at the beginning of each year as new staff is assigned.
Deeper science training for teachers. Salsa would be an example.

Curriculum, Instruction and Assessment:
Ann Windle should continue to connect with the curriculum department to stay on top of changes and needs in the curriculum

Family and Community Involvement:
We need to discuss ways to get more parents to attend trainings.
Examine parent participation in PTA.

School Content and Organization:
To plan more professional development in areas with emphasis in science
Explore age appropriate science strategies
Increase number of SALSA enrolled teachers
To emphasize regularly scheduled science lessons
Improvement in science scores on Pre-k guidelines assessment

Technology:
Detetmined how to improve available technology for a whole group activity
Look at how to gain more technology resources so that we may implement the new PK technology component

Board Summary
Campus Improvement Plans
2011-12

Ann Windle School for Young Children and Head Start Strategic Plan

Wildy Important Goals for 2011-12
WIG 1: Reduce Office referrals by 10% by May 2012
WIG 2: Increase student achievement by one level through the use of new pre-k curriculum and assessment by May 2012
WIG 3: To sharpen the cognitive process (Blooms Taxonomy) through exposure to the science process and higher thinking activities. Students will gain one level of growth in the area of science process by May 2012

Campus Improvement Plan
Ann Windle School for Young Children and Head Start Strategic Plan

WIG 1

Reduce Office referrals by 10% by May 2012

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Play Therapy Conscious Discipline CHAMPS T/TA Plan **Person(s) Responsible:** Principal/Director CHAMPS Coordinator UNT Therapy Coordinator **Completion Date:** Aug 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Play Therapy Literature Conscious Discipline Books and cd	[ ]	[ ]		Lesson Plans Conscious Discipline symbols in classrooms Posters of CHAMPS rules in areas of building Agendas, Sign-in sheets	Decrease referrals for negative behaviors/bullying by 5% mid-semester	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Follow-up sessions for: Play Therapy Conscious Discipline CHAMPS **Person(s) Responsible:** Classroom Teacher Education Specialist CHAMPS Coordinator **Completion Date:** On-Going **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Play Therapy Conscious Discipline Books and cd	[ ]	[ ]		Play Therapy sessions for teachers and parents CHAMPS coaching	Play Therapy strategies used to prevent melt down behaviors Students will use Conscious Discipline calming down strategies appropriately Students, staff and families will learn CHAMPS rules. Students will use "Panda Paw" sign for listen quietly	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collect data for analysis **Person(s) Responsible:** Curriculum Department Classroom Teacher Principal/Director Education Specialist **Completion Date:** April 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Referral forms, anecdotal recorded form for weekly notes	[ ]	[ ]		Summary of office referrals and anecdotal records	Reduce numbers of office referrals by May 2012 Fewer referrals for biting hitting, spitting and/or bullying	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Ann Windle School for Young Children and Head Start Strategic Plan

WIG 2

Increase student achievement by one level through the use of new pre-k curriculum and assessment by May 2012

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Training Curriculum Asssessment Report Card 3 & 4 year old **Person(s) Responsible:** Curriculum Department Classroom Teacher Principal/Director Education Specialist **Completion Date:** August 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Pre-K Binder Copy of 3 & 4 year old report card, Curriculum Assessment Tool	[ ]	[ ]		Agendas Sign-in sheets Schedule of training	Teachers have a stronger understanding of the new materials and how to utilize them	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teachers use the new district wide pre-k curiculum and assessment tool **Person(s) Responsible:** Teachers, Principal/Director, Ed. Specialist **Completion Date:** 9/1-10/8; 1/17-31; 5/7-21 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Pre-K Binder Copy of 3 & 4 year old report card, Curriculum Assessment Tool	[ ]	[ ]		Observation of exposure to Pre-K instruction in the classroom Lesson Plans Teachers follow assessment calendar begin, middle and end of the year Asseement Results for each benchmark	Assessment data will show one level of growth in content area by May 2012	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Ann Windle School for Young Children and Head Start Strategic Plan

WIG 3

To sharpen the cognitive process (Blooms Taxonomy) through exposure to the science process and higher thinking activities. Students will gain one level of growth in the area of science process by May 2012

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Training Thinking Maps Pre-K Guidelines STEPS SALSA goal of 60-70% of staff Growing Up Wild **Person(s) Responsible:** Principal/Director, Teachers, Ed. Specialist, STEPS Coordinator, Pre-k Science Coordinator **Completion Date:** Ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Thinking Maps Binder Set of Pre-K guidelines Pre-K SALSA Binder Grow your Binder	[ ]	[ ]		Sign - in sheets Agendas Documents P.O. of materials purchased as needed	Students exposed to research based strategies Early exposure to higher thinking activities Early Identification of potential EXPO students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
STEPS Sessions Students will have opportunities to use Synthesis. **Person(s) Responsible:** STEPS Coordinator, Teachers, **Completion Date:** on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	STEPS Lessons	[ ]	[ ]		Lesson Plans, STEPS schedule, Log in sheets	Utilizing a strategy that is in a higher quadrant of thinking	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vocabulary words have been selected to emphasize science/cognitive process List of science books will be added to the library (levers) **Person(s) Responsible:** Ed, Specialist, Teachers, STEPS Coordinator **Completion Date:** on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	School wide Word bank compare,sort group etc. Collection of Pre-K science books (Levers)	[ ]	[ ]		Lesson Plans, PDAS Observations CLASS for Head Start P.O. for books	Coordinated effort to increase vocabulary Extension of science information	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Ann Windle School for Young Children and Head Start Strategic Plan

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs
including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region Xl workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region Xl trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Maria Cunningham
2) Classroom Teacher	Blanca Govea
3) Classroom Teacher	Olgo Orozco
4) Classroom Teacher	Dawnea Smith
5) Classroom Teacher	Yazmin Vazquez
6) Classroom Teacher	Amanda Qualls
7) Campus-based Nonteaching Professional	Phyllis Hollinshead
8) Campus-based Paraprofessional and Operations Staff	Otilia Silva
9) District-level Professional	Hugh Bolton
10) Parent	Maria Iglesias
11) Parent	
12) Community Member	Julia Chu
13) Community Member	Maggie Jover
14) Business Representative	John Kelsey
15) Business Representative	Myra Anderson

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	09/09/11	3:15	Large Conference Room
2	10/17/11	3:15	Large Conference Room
3	11/7/11	3:15	Large Conference Room
4	1/9/12	3:15	Large Conference Room
5	2/6/12	3:15	Large Conference Room
6	3/5/12	3:15	Large Conference Room
7	4/8/12	3:15	Large Conference Room
8	5/7/12	3:15	Large Conference Room

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: CALHOUN MIDDLE

Campus #: 061901045

2011 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Commended on Social Studies

Comparable Improvement: Reading

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 6															
Reading	2011	85%	88%	81%	83%	85%	77%	90%	*	80%	*	*	74%	79%	57%
	2010	86%	89%	83%	83%	80%	77%	91%	*	*	*	*	83%	77%	59%
Mathematics	2011	83%	87%	81%	85%	81%	85%	86%	*	> 99%	*	*	74%	83%	78%
	2010	83%	88%	78%	76%	73%	62%	93%	*	*	*	*	67%	68%	41%
All Tests	2011	76%	81%	72%	77%	72%	74%	82%	*	83%	*	*	61%	72%	56%
	2010	76%	82%	71%	70%	64%	57%	89%	*	*	*	*	63%	61%	34%
TAKS Met 2011 Standard Grade 7															
Reading	2011	86%	90%	83%	79%	79%	69%	94%	*	*	*	*	56%	71%	50%
	2010	86%	91%	83%	84%	84%	80%	91%	*	*	*	*	64%	79%	65%
Mathematics	2011	81%	87%	78%	75%	65%	67%	91%	*	*	*	*	48%	67%	50%
	2010	82%	85%	78%	81%	74%	78%	87%	*	*	*	*	64%	75%	68%
Writing	2011	93%	95%	91%	88%	79%	89%	93%	*	*	*	*	56%	83%	80%
	2010	94%	97%	91%	94%	91%	95%	94%	*	*	*	*	82%	93%	91%
All Tests	2011	75%	81%	69%	65%	51%	55%	87%	*	*	*	*	26%	52%	35%
	2010	75%	81%	70%	76%	71%	74%	82%	*	*	*	*	53%	70%	61%
TAKS Met 2011 Standard Grade 8 First Administration Only															
Reading	2011	89%	93%	89%	91%	91%	86%	97%	*	*	*	*	75%	87%	72%
	2010	91%	94%	90%	88%	89%	81%	94%	*	> 99%	*	*	71%	83%	69%
Mathematics	2011	80%	83%	79%	78%	62%	78%	85%	*	*	*	*	58%	74%	62%
	2010	81%	84%	79%	75%	78%	65%	84%	*	> 99%	*	*	61%	66%	60%
Science	2011	79%	80%	74%	69%	55%	64%	81%	*	*	*	*	36%	62%	48%
	2010	78%	83%	*	73%	68%	62%	88%	*	83%	*	*	57%	65%	46%
Soc Studies	2011	95%	97%	93%	97%	94%	97%	97%	*	*	*	*	91%	97%	97%
	2010	94%	97%	94%	95%	97%	91%	99%	*	> 99%	*	*	77%	94%	86%
All Tests	2011	69%	73%	64%	64%	47%	58%	78%	*	*	*	*	25%	55%	38%
	2010	69%	75%	*	63%	54%	51%	80%	*	83%	*	*	45%	51%	34%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	86%	85%	85%	78%	93%	*	90%	*	*	69%	79%	61%
	2010	90%	93%	87%	86%	85%	80%	93%	*	n/a	n/a	n/a	75%	81%	64%
Mathematics	2011	84%	88%	82%	82%	72%	80%	89%	*	> 99%	*	*	67%	78%	67%
	2010	84%	88%	81%	81%	79%	73%	92%	*	n/a	n/a	n/a	71%	75%	61%
Writing	2011	92%	94%	91%	88%	79%	89%	93%	*	*	*	*	56%	83%	80%
	2010	93%	95%	91%	94%	91%	95%	94%	*	n/a	n/a	n/a	82%	93%	91%
Science	2011	83%	84%	75%	69%	55%	64%	81%	*	*	*	*	36%	62%	48%
	2010	82%	86%	76%	73%	68%	62%	88%	*	n/a	n/a	n/a	57%	65%	46%
Soc Studies	2011	95%	96%	93%	97%	94%	97%	97%	*	*	*	*	91%	97%	97%
	2010	94%	96%	94%	95%	97%	91%	99%	*	n/a	n/a	n/a	77%	94%	86%
All Tests	2011	76%	81%	69%	70%	58%	64%	83%	*	91%	*	*	40%	61%	45%
	2010	76%	81%	71%	71%	64%	62%	86%	*	n/a	n/a	n/a	56%	63%	45%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	31%	34%	26%	22%	52%	*	40%	*	*	6%	22%	9%
	2010	32%	38%	30%	34%	21%	24%	53%	*	33%	*	*	6%	21%	7%
Mathematics	2011	29%	32%	19%	21%	13%	16%	31%	*	45%	*	*	5%	14%	9%
	2010	28%	31%	20%	18%	8%	13%	29%	*	11%	*	*	8%	11%	6%
Writing	2011	31%	39%	27%	27%	17%	21%	42%	*	*	*	*	< 1%	15%	3%
	2010	32%	36%	26%	33%	18%	28%	47%	*	*	*	*	11%	27%	19%
Science	2011	30%	33%	25%	21%	3%	11%	43%	*	*	*	*	5%	11%	< 1%
	2010	28%	30%	27%	19%	5%	13%	31%	*	50%	*	*	7%	11%	6%
Soc Studies	2011	47%	51%	36%	49%	33%	36%	74%	*	*	*	*	23%	36%	24%
	2010	45%	51%	36%	47%	38%	38%	61%	*	67%	*	*	16%	37%	20%
All Tests	2011	16%	19%	11%	13%	8%	7%	23%	*	36%	*	*	1%	6%	2%
	2010	15%	17%	10%	11%	6%	7%	18%	*	11%	*	*	2%	5%	2%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	88%	87%	> 99%	91%	67%	*	*	*	*	87%	86%	89%
	2010	85%	88%	86%	89%	87%	94%	85%	*	*	*	*	89%	89%	92%
Mathematics	2011	77%	83%	76%	84%	92%	92%	67%	*	*	*	*	84%	85%	91%
	2010	75%	79%	78%	85%	83%	88%	83%	*	*	*	*	85%	83%	92%
Writing	2011	80%	88%	71%	64%	*	83%	*	*	*	*	*	64%	60%	80%
	2010	80%	87%	75%	83%	83%	> 99%	71%	*	*	*	*	83%	87%	*
Science	2011	60%	60%	67%	40%	*	*	*	*	*	*	*	40%	*	*
	2010	58%	58%	67%	57%	60%	60%	*	*	*	*	*	57%	50%	*
Soc Studies	2011	68%	67%	71%	*	*	*	*	*	*	*	*	*	*	*
	2010	67%	68%	67%	77%	*	50%	*	*	*	*	*	77%	75%	*
All Tests	2011	66%	73%	65%	73%	77%	87%	54%	*	*	*	*	73%	74%	83%
	2010	64%	69%	64%	72%	67%	80%	68%	*	*	*	*	72%	70%	80%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	99.3%	97.6%	100.0%	95.4%	99.6%	*	84.6%	*	*	100.0%	97.7%	88.9%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	90.0%	87.1%	82.2%	86.5%	90.4%	*	84.6%	*	*	24.4%	84.2%	75.4%
Not on TAKS	7.6%	7.6%	8.8%	10.5%	17.8%	8.9%	9.1%	*	0.0%	*	*	75.6%	13.5%	13.5%
TAKS(Acc) Only	2.4%	2.1%	3.2%	3.8%	7.0%	2.8%	3.5%	*	0.0%	*	*	26.7%	4.3%	4.0%
TAKS-M Only	3.1%	3.4%	3.3%	4.1%	7.8%	3.6%	3.0%	*	0.0%	*	*	30.0%	5.9%	6.3%
TAKS-Alt Only	0.9%	0.7%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Combination	1.3%	1.4%	1.7%	2.6%	3.1%	2.5%	2.6%	*	0.0%	*	*	18.9%	3.4%	3.2%
By Acct Status														
Acct System	94.0%	95.7%	93.4%	90.0%	96.1%	88.3%	90.0%	*	84.6%	*	*	90.0%	89.6%	83.3%
Non-Acct System	4.6%	3.5%	5.9%	7.6%	3.9%	7.1%	9.6%	*	0.0%	*	*	10.0%	8.1%	5.6%
Mobile	4.6%	3.5%	5.8%	7.6%	3.9%	7.1%	9.6%	*	0.0%	*	*	10.0%	8.1%	5.6%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.8%	2.4%	0.0%	4.6%	0.4%	*	15.4%	*	*	0.0%	2.3%	11.1%
Absent	0.1%	0.1%	0.0%	0.2%	0.0%	0.4%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.6%	2.0%	0.0%	3.6%	0.4%	*	15.4%	*	*	0.0%	1.8%	10.3%
Other	0.4%	0.2%	0.2%	0.3%	0.0%	0.7%	0.0%	*	0.0%	*	*	0.0%	0.5%	0.8%
Total Count	3,231,780	15,537	697	660	129	281	230	2	13	1	4	90	443	126
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.2%	98.1%	100.0%	97.7%	99.1%	*	69.2%	*	100.0%	97.9%	98.8%	90.2%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	90.5%	85.6%	77.1%	87.9%	88.1%	*	69.2%	*	100.0%	13.5%	84.7%	75.4%
Not on TAKS	7.8%	7.7%	8.7%	12.6%	22.9%	9.8%	11.1%	*	0.0%	*	0.0%	84.4%	14.2%	14.8%
TAKS(Acc) Only	2.3%	1.8%	2.8%	2.5%	5.3%	1.9%	1.8%	*	0.0%	*	0.0%	16.7%	2.8%	1.6%
TAKS-M Only	3.3%	3.8%	3.8%	6.8%	12.2%	5.7%	5.8%	*	0.0%	*	0.0%	45.8%	8.1%	9.0%
TAKS-Alt Only	0.8%	0.7%	0.8%	0.8%	0.8%	0.8%	0.9%	*	0.0%	*	0.0%	5.2%	0.7%	0.8%
Combination	1.3%	1.3%	1.2%	2.5%	4.6%	1.5%	2.7%	*	0.0%	*	0.0%	16.7%	2.6%	3.3%
By Acct Status														
Acct System	90.0%	91.0%	88.7%	81.6%	75.6%	86.8%	80.1%	*	69.2%	*	57.1%	44.8%	78.7%	78.7%
Non-Acct System	8.6%	8.1%	10.1%	16.6%	24.4%	10.9%	19.0%	*	0.0%	*	42.9%	53.1%	20.2%	11.5%
Mobile	4.4%	3.6%	5.4%	9.0%	11.5%	4.5%	12.4%	*	0.0%	*	42.9%	2.1%	11.4%	1.6%
Non-Acct Test	4.2%	4.5%	4.7%	7.6%	13.0%	6.4%	6.6%	*	0.0%	*	0.0%	51.0%	8.8%	9.8%
Not Tested	1.4%	0.9%	0.8%	1.9%	0.0%	2.3%	0.9%	*	30.8%	*	0.0%	2.1%	1.2%	9.8%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.7%	1.6%	0.0%	1.9%	0.9%	*	23.1%	*	0.0%	1.0%	0.7%	8.2%
Other	0.4%	0.2%	0.1%	0.3%	0.0%	0.4%	0.0%	*	7.7%	*	0.0%	1.0%	0.5%	1.6%
Total Count	3,175,337	14,816	727	645	131	265	226	2	13	1	7	96	431	122

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	43%	49%	50%	44%	67%	*	*	*	*	70%	45%	39%
	2010	50%	53%	47%	46%	42%	42%	56%	*	*	*	*	53%	44%	45%
Mathematics	2011	42%	43%	38%	36%	32%	38%	31%	*	*	*	*	50%	36%	35%
	2010	45%	52%	38%	33%	35%	30%	38%	*	*	*	*	44%	31%	29%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	63	72	79	68	85	*	*	*	*	88	70	59
	2010	86	90	77	72	59	68	93	*	*	*	*	53	64	69
Mathematics	2011	64	66	57	51	45	58	21	*	*	*	*	25	51	55
	2010	70	77	55	59	68	54	61	*	*	*	*	64	57	58
Student Success Initiative															
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2011	11%	7%	12%	10%	9%	14%	5%	*	*	*	*	25%	13%	28%
	2010	10%	7%	10%	12%	11%	19%	6%	*	< 1%	*	*	29%	17%	31%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	94%	97%	94%	93%	94%	89%	97%	*	*	*	*	78%	90%	79%
	2010	95%	96%	95%	91%	92%	84%	97%	*	> 99%	*	*	77%	87%	71%
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
	2011	20%	17%	22%	23%	38%	22%	16%	*	*	*	*	42%	26%	38%
	2010	20%	16%	23%	25%	22%	35%	16%	*	< 1%	*	*	39%	34%	40%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	88%	92%	86%	85%	68%	88%	90%	*	*	*	*	78%	83%	76%
	2010	88%	92%	87%	87%	89%	78%	94%	*	> 99%	*	*	81%	82%	77%
English Language Learners Progress Indicator															
2010-11		80%	86%	82%	87%	*	87%	*	*	88%	*	*	95%	87%	85%
2009-10		79%	85%	81%	82%	*	81%	*	*	> 99%	*	*	86%	81%	81%
Attendance Rate @															
2009-10		95.5%	95.9%	95.5%	95.9%	96.2%	96.6%	95.0%	*	97.2%	*	92.4%	94.8%	95.9%	96.8%
2008-09		95.6%	95.9%	95.5%	96.1%	96.1%	96.7%	95.4%	*	n/a	n/a	n/a	95.2%	95.9%	97.3%
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)															
2009-10		0.2%	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2008-09		0.3%	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		643	100.0%	26,822	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	3.0%	4.5%
	Kindergarten	0	0.0%	0.0%	8.5%	7.6%
	Grade 1	0	0.0%	0.0%	8.5%	7.9%
	Grade 2	0	0.0%	0.0%	8.8%	7.7%
	Grade 3	0	0.0%	0.0%	8.5%	7.6%
	Grade 4	0	0.0%	0.0%	7.9%	7.6%
	Grade 5	0	0.0%	4.2%	7.9%	7.6%
	Grade 6	225	35.0%	29.0%	7.2%	7.4%
	Grade 7	219	34.1%	32.5%	7.1%	7.3%
	Grade 8	199	30.9%	32.6%	7.1%	7.2%
	Grade 9	0	0.0%	1.8%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	125	19.4%	15.7%	11.6%	12.9%
	Hispanic	275	42.8%	50.0%	30.8%	50.3%
	White	222	34.5%	29.5%	52.9%	31.2%
	Native American	1	0.2%	0.5%	0.9%	0.5%
	Asian	12	1.9%	2.2%	2.6%	3.4%
	Pacific Islander	1	0.2%	0.4%	0.1%	0.1%
	Two or More Races	7	1.1%	1.7%	1.2%	1.6%
Economically Disadvantaged		429	66.7%	66.9%	41.5%	59.2%
Limited English Proficient (LEP)		119	18.5%	9.2%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		18	2.5%	4.9%	1.3%	1.9%
At-Risk		291	45.3%	46.0%	35.1%	46.3%
Mobility (2009-10)		165	22.7%	17.8%	17.1%	18.2%
Number of Students per Teacher		9.5	n/a	13.8	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates				Special Education Rates			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	2.1%	2.3%	-	-	14.3%	10.7%
Grade 1	-	-	1.5%	4.7%	-	-	8.5%	8.9%
Grade 2	-	-	0.8%	2.8%	-	-	3.8%	4.1%
Grade 3	-	-	1.1%	2.0%	-	-	1.4%	1.8%
Grade 4	-	-	0.1%	1.1%	-	-	0.4%	0.9%
Grade 5	-	0.3%	0.4%	1.3%	-	0.0%	2.0%	1.3%
Grade 6	0.0%	0.9%	0.1%	0.7%	2.6%	1.5%	3.7%	1.2%
Grade 7	0.0%	1.3%	0.2%	1.0%	0.0%	1.4%	1.4%	1.4%
Grade 8	0.0%	1.5%	0.1%	1.2%	0.0%	2.1%	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.8	19.0
	Grade 1	-	-	18.9	18.9
	Grade 2	-	-	18.8	18.8
	Grade 3	-	-	19.1	18.8
	Grade 4	-	-	20.3	19.0
	Grade 5	-	19.9	21.9	21.4
	Grade 6	14.8	19.6	20.9	20.7
	Mixed Grades	-	7.1	19.2	23.9
Secondary:	English/Language Arts	14.9	17.7	20.4	17.3
	Foreign Languages	14.0	18.1	18.8	19.0
	Mathematics	12.8	17.8	19.4	17.9
	Science	19.0	18.1	22.9	19.0
	Social Studies	18.6	19.0	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	94.5	100.0%	100.0%	100.0%	100.0%
Professional Staff:	86.5	91.5%	88.5%	72.3%	63.4%
Teachers	68.0	71.9%	76.2%	56.2%	50.5%
Professional Support	13.6	14.3%	7.9%	12.8%	9.0%
Campus Admin. (School Leader.)	5.0	5.3%	4.4%	2.7%	2.8%
Educational Aides:	8.0	8.5%	11.5%	7.9%	9.5%
Total Minority Staff:	26.3	27.9%	26.7%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	11.2	16.5%	8.6%	6.5%	9.3%
Hispanic	5.6	8.3%	12.1%	11.7%	23.7%
White	48.1	70.8%	75.7%	78.4%	63.9%
American Indian	1.0	1.5%	0.7%	0.8%	0.4%
Asian	0.0	0.0%	1.2%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	2.0	2.9%	1.7%	2.1%	1.3%
Males	19.3	28.4%	27.5%	24.0%	23.2%
Females	48.6	71.6%	72.5%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	6.6%	4.8%	6.0%
1-5 Years Experience	18.6	27.4%	31.7%	31.8%	30.0%
6-10 Years Experience	17.1	25.2%	20.4%	22.7%	21.1%
11-20 Years Experience	25.6	37.7%	23.6%	25.5%	25.0%
0ver 20 Years Experience	6.6	9.7%	17.6%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	10.9 yrs.	11.0 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	7.5 yrs.	7.7 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	-	$42,186	$45,521	$41,272
1-5 Years Experience	$47,270	$43,712	$47,448	$44,013
6-10 Years Experience	$48,075	$46,283	$48,287	$46,604
11-20 Years Experience	$51,459	$49,657	$51,852	$50,476
Over 20 Years Experience	$63,308	$57,730	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$50,609	$48,009	$51,120	$48,638
Professional Support	$46,019	$54,152	$55,177	$57,045
Campus Administration (School Leadership)	$66,412	$70,073	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	1.8	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$6,976,756	100.0%	$11,217	$7,436,988	100.0%	$11,957	$178,699,919	100.0%	$6,712
Instruction (11,95)	$4,861,693	69.7%	$7,816	$5,017,485	67.5%	$8,067	$126,995,109	71.1%	$4,770
Instructional-Related Services (12,13)	$311,411	4.5%	$501	$331,594	4.5%	$533	$5,987,573	3.4%	$225
Instructional Leadership (21)	$75,106	1.1%	$121	$75,106	1.0%	$121	$2,135,476	1.2%	$80
School Leadership (23)	$465,385	6.7%	$748	$467,788	6.3%	$752	$12,796,439	7.2%	$481
Support Services-Student (31,32,33)	$497,683	7.1%	$800	$497,683	6.7%	$800	$9,707,251	5.4%	$365
Other Campus Costs (35,36,51,52,53)	$765,478	11.0%	$1,231	$1,047,332	14.1%	$1,684	$21,078,071	11.8%	$792
By Program:									
Total Operating Expenditures	$6,211,278	100.0%	$9,986	$6,373,169	100.0%	$10,246	$156,465,408	100.0%	$5,877
Bilingual/ESL Education (25)	$85,030	1.4%	$137	$85,030	1.3%	$137	$1,942,677	1.2%	$73
Career & Technical Education (22)	$0	0.0%	$0	$347	0.0%	$1	$807,633	0.5%	$30
Accelerated Education (24,30)	$332,705	5.4%	$535	$492,981	7.7%	$793	$17,216,038	11.0%	$647
Gifted & Talented Education (21)	$98,663	1.6%	$159	$98,663	1.5%	$159	$3,020,266	1.9%	$113
Regular Education (11)	$4,671,064	75.2%	$7,510	$4,671,064	73.3%	$7,510	$105,437,779	67.4%	$3,960
Special Education (23)	$1,023,816	16.5%	$1,646	$1,025,084	16.1%	$1,648	$26,555,733	17.0%	$997
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$1,012,769	0.6%	$38
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$472,513	0.3%	$18

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	119	18.5%	8.6%	14.3%	16.2%
Career & Technical Education	0	0.0%	16.1%	16.7%	21.0%
Gifted & Talented Education	57	8.9%	12.3%	8.7%	7.7%
Special Education	89	13.8%	11.2%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.7	1.0%	2.8%	7.1%	5.5%
Career & Technical Education	1.2	1.8%	2.5%	3.6%	4.0%
Compensatory Education	1.0	1.5%	2.0%	5.0%	2.9%
Gifted & Talented Education	1.0	1.5%	2.3%	1.7%	1.9%
Regular Education	56.9	83.8%	73.4%	68.0%	73.4%
Special Education	7.2	10.5%	12.0%	12.0%	9.1%
Other	0.0	0.0%	5.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% Econ	% Hispanic	% White	% Mobility	% Afr_Amer	% LEP
011901106		CEDAR CREEK MIDDLE	BASTROP ISD	68.9	58.5	34.8	14.2	3.8	10.1
011902041		ELGIN MIDDLE	ELGIN ISD	68.3	48.7	34.4	11.1	14.0	10.9
013905041		SKIDMORE-TYNAN J H	SKIDMORE-TYNAN ISD	67.0	69.6	29.9	13.2	0.5	2.1
015910042		GARNER MIDDLE	NORTH EAST ISD	66.0	59.8	25.2	24.0	11.1	6.5
015910043		KRUEGER MIDDLE	NORTH EAST ISD	66.3	64.0	21.5	20.8	9.0	7.5
015916043		WOODLAKE HILLS MIDDLE	JUDSON ISD	65.6	43.7	16.2	22.4	34.3	5.2
015916044		HENRY METZGER MIDDLE	JUDSON ISD	67.0	34.5	25.0	25.4	36.1	6.0
028902045		LOCKHART J H	LOCKHART ISD	67.7	62.0	30.8	13.6	5.0	7.1
057903044		LONG MIDDLE	CARROLLTON-FARMERS BRANC	68.3	49.5	18.5	19.1	23.1	10.3
057905053		J L LONG MIDDLE	DALLAS ISD	67.0	73.8	16.4	18.7	8.2	22.5
061901045	>	CALHOUN MIDDLE	DENTON ISD	66.7	42.8	34.5	22.7	19.4	18.5
068901045		HOOD J H	ECTOR COUNTY ISD	66.3	63.3	30.4	25.5	5.1	5.1
079901041		LAMAR J H	LAMAR CISD	64.4	49.4	17.7	12.2	25.8	11.4
085902041		POST MIDDLE	POST ISD	66.9	58.3	31.3	15.6	8.0	4.9
091906102		DILLINGHAM INT	SHERMAN ISD	68.1	32.6	45.3	13.5	14.7	12.6
101919044		DUEITT MIDDLE	SPRING ISD	68.8	36.8	25.5	19.9	34.5	5.8
102902043		SAM HOUSTON MIDDLE	MARSHALL ISD	67.3	29.8	39.5	12.2	27.6	11.0
105902041		GOODNIGHT MIDDLE	SAN MARCOS CISD	66.6	75.8	18.9	16.4	3.7	5.4
110902041		LEVELLAND MIDDLE	LEVELLAND ISD	66.9	69.4	26.8	15.0	2.8	2.6
116905041		GREENVILLE MIDDLE	GREENVILLE ISD	68.1	37.3	38.5	20.2	18.3	5.4
126903107		AD WHEAT MIDDLE	CLEBURNE ISD	67.3	44.5	47.2	19.0	4.6	15.9
127901041		ANSON MIDDLE	ANSON ISD	67.7	45.4	48.5	17.7	3.8	7.7
144901041		GIDDINGS MIDDLE	GIDDINGS ISD	64.4	52.3	34.0	12.8	12.6	12.4
158901041		BAY CITY J H	BAY CITY ISD	64.9	52.5	27.7	11.5	17.5	3.4
160901041		BRADY MIDDLE	BRADY ISD	64.8	46.1	50.7	20.3	2.6	2.3
171901106		DUMAS INT	DUMAS ISD	68.2	67.3	21.4	16.4 **	0.6	23.3
210901041		CENTER MIDDLE	CENTER ISD	64.9	35.0	43.9	11.0	20.8	13.0
212909042		CHAPEL HILL MIDDLE	CHAPEL HILL ISD	68.4	33.6	40.8	12.5	21.2	9.1
220901047		GUNN J H	ARLINGTON ISD	64.5	39.8	28.9	19.4	26.3	10.0
220901053		NICHOLS J H	ARLINGTON ISD	68.8	36.5	20.6	26.5	38.1	14.2
220902043		RICHLAND MIDDLE	BIRDVILLE ISD	68.2	42.2	39.0	16.8	11.9	18.3
220902044		NORTH OAKS MIDDLE	BIRDVILLE ISD	65.5	36.7	36.7	16.7	12.9	8.4
220905068		LEONARD 6TH GRADE	FORT WORTH ISD	67.0	43.2	36.2	21.1	15.8	8.5
220916042		EULESS J H	HURST-EULESS-BEDFORD ISD	65.6	32.6	30.1	24.7	19.5	7.0
221901048		CRAIG MIDDLE	ABILENE ISD	66.2	45.3	37.1	15.1	12.8	2.9
227901057		COVINGTON M S	AUSTIN ISD	66.7	62.3	23.7	17.4	8.4	13.0
241904042		WHARTON J H	WHARTON ISD	67.3	50.2	19.8	12.9 **	28.9	2.7
243905041		BARWISE J H	WICHITA FALLS ISD	67.1	34.1	41.3	16.8	18.2	3.9
246911041		TAYLOR MIDDLE	TAYLOR ISD	67.0	62.1	24.6	12.3	10.5	7.3
247906041		STOCKDALE J H	STOCKDALE ISD	65.6	46.1	51.7	11.9	1.1	1.7
248901041		KERMIT J H	KERMIT ISD	65.8	67.7	26.9	11.8	3.1	6.5
		Group Average		66.9	50.0	29.5	17.8	15.7	9.2

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading						Mathematics					
	(1)	(2)	(3)	(4)	(5)	(6)	(1)	(2)	(3)	(4)	(5)	(6)
Campus Name	Number Matched Students	2010 Avg Scale Score	2011 Avg Scale Score	2010 Failer Avg VSG	2011 Avg VSG	2011 Quar-tile	Number Matched Students	2010 Avg Scale Score	2011 Avg Scale Score	2010 Failer Avg VSG	2011 Avg VSG	2011 Quar-tile
CEDAR CREEK MIDDLE	623	726	768	72	42	Q2	627	728	751	58	23	Q3
ELGIN MIDDLE	749	708	747	60	39	Q3	752	688	712	51	24	Q2
SKIDMORE-TYNAN J H	174	764	805	72	41	Q2	171	729	756	80	27	Q2
GARNER MIDDLE	681	733	777	99	44	Q1	683	717	745	63	28	Q2
KRUEGER MIDDLE	1014	742	779	68	37	Q3	1006	730	747	63	17	Q4
WOODLAKE HILLS MIDDL	783	710	744	63	34	Q3	780	695	713	47	19	Q3
HENRY METZGER MIDDLE	705	708	750	67	43	Q2	700	697	727	69	31	Q1
LOCKHART J H	919	726	756	61	30	Q4	931	739	762	57	23	Q3
LONG MIDDLE	679	727	772	77	44	Q1	686	709	738	62	29	Q1
J L LONG MIDDLE	936	713	744	55	31	Q4	964	697	722	48	26	Q2
> CALHOUN MIDDLE	514	726	772	72	46	Q1	510	714	738	51	24	Q2
HOOD J H	287	720	736	61	16	Q4	290	708	687	17	-21	Q4
LAMAR J H	680	753	798	71	45	Q1	684	737	752	55	15	Q4
POST MIDDLE	139	708	757	68	49	Q1	139	700	718	73	18	Q4
DILLINGHAM INT	832	670	717	84	47	Q1	826	672	715	69	44	Q1
DUEITT MIDDLE	823	720	754	63	34	Q3	818	702	730	58	27	Q2
SAM HOUSTON MIDDLE	401	660	701	62	41	Q2	399	654	696	66	43	Q1
GOODNIGHT MIDDLE	807	726	778	76	52	Q1	801	728	758	60	29	Q1
LEVELLAND MIDDLE	505	712	745	57	33	Q4	509	689	711	38	21	Q3
GREENVILLE MIDDLE	533	736	775	62	40	Q2	529	716	735	54	19	Q3
AD WHEAT MIDDLE	587	707	743	52	36	Q3	592	682	717	60	36	Q1
ANSON MIDDLE	111	755	786	61	31	Q4	112	735	771	57	36	Q1
GIDDINGS MIDDLE	359	714	761	67	47	Q1	363	706	738	64	32	Q1
BAY CITY J H	763	714	749	51	35	Q3	764	712	731	49	19	Q3
BRADY MIDDLE	252	719	760	63	41	Q2	250	707	726	47	19	Q3
DUMAS INT	512	676	705	65	29	Q4	515	679	708	52	29	Q1
CENTER MIDDLE	441	734	766	60	32	Q4	438	730	753	54	22	Q3
CHAPEL HILL MIDDLE	600	728	779	64	51	Q1	604	714	743	49	28	Q2
GUNN J H	478	741	791	74	50	Q1	476	732	756	58	24	Q2
NICHOLS J H	596	732	777	64	45	Q1	595	725	748	52	23	Q3
RICHLAND MIDDLE	461	717	762	71	44	Q1	451	690	710	52	20	Q3
NORTH OAKS MIDDLE	510	736	771	59	34	Q3	508	713	727	55	14	Q4
LEONARD 6TH GRADE	354	707	721	61	14	Q4	355	706	707	44	1	Q4
EULESS J H	464	766	800	72	34	Q3	454	765	789	76	23	Q3
CRAIG MIDDLE	706	747	788	57	42	Q2	709	736	766	86	30	Q1
COVINGTON M S	633	720	761	71	41	Q2	626	710	734	49	24	Q2
WHARTON J H	388	706	741	50	35	Q3	387	691	711	43	20	Q3
BARWISE J H	456	749	785	54	36	Q3	459	725	743	59	18	Q4
TAYLOR MIDDLE	538	720	765	62	46	Q1	541	725	761	61	36	Q1
STOCKDALE J H	147	748	787	96	40	Q2	146	713	705	38	-8	Q4
KERMIT J H	230	701	737	57	37	Q3	227	685	723	67	38	Q1
Group Average	533	721	760	65	39	--	533	710	735	55	24	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Calhoun Middle School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Calhoun Middle School's Mission Statement

The faculty and staff of Calhoun Middle School sucessfully teach all children to become responsible citizens who demonstrate respect for themselves and others. Through a partnership with members of the community, we endeavor to offer challenging educational opportunities that will allow our students to: Discover individual interest Cultivate a life-long love of learning, and Develop skills to cope with as well as productively contribute to our complex, dynamic, and multicultural society.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Calhoun Middle School Campus Improvement Plan
Middle School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
6	All	199	79	31	220	82	32		
6	AA	42	74	19	47	83	26		
6	Hispanic	77	74	21	85	74	20		
6	White	78	86	47	81	90	48		
6	Eco. Dis.	129	71	19	148	76	21		
6	SPED	12	58	0	21	62	0		
6	LEP C	36	50	3	33	48	6		
6	LEP M1								
6	LEP M2								
7	All	174	83	25	202	78	29		
7	AA	32	84	13	39	77	21		
7	Hispanic	76	78	17	90	67	17		
7	White	62	90	42	68	94	50		
7	Eco. Dis.	121	78	13	129	69	18		
7	SPED	16	63	0	17	35	0		
7	LEP C	29	62	0	39	46	5		
7	LEP M1								
7	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	196	91	46	182	92	43		
8	AA	35	91	34	31	94	35		
8	Hispanic	83	86	34	78	88	29		
8	White	71	97	65	68	96	62		
8	Eco. Dis.	127	89	33	121	89	31		
8	SPED	12	75	0	17	71	6		
8	LEP C	31	74	10	29	79	17		
8	LEP M1								
8	LEP M2								

Calhoun Middle School Campus Improvement Plan
Middle School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
7	All	167	95	34	202	89	28		
7	AA	32	94	22	39	79	18		
7	Hispanic	74	93	26	89	89	24		
7	White	57	96	47	69	94	41		
7	Eco. Dis.	114	93	27	129	84	16		
7	SPED	10	80	10	17	47	0		
7	LEP C	28	89	14	38	79	5		
7	LEP M1								
7	LEP M2								

Calhoun Middle School Campus Improvement Plan
Middle School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
6	All	194	74	22	218	84	26		
6	AA	39	69	10	45	78	11		
6	Hispanic	77	58	13	85	85	22		
6	White	76	92	37	80	86	35		
6	Eco. Dis.	126	64	10	145	81	19		
6	SPED	7	29	0	17	59	6		
6	LEP C	36	33	3	34	74	15		
6	LEP M1								
6	LEP M2								
7	All	173	77	19	203	75	20		
7	AA	33	64	9	40	65	15		
7	Hispanic	75	75	13	91	67	11		
7	White	61	85	31	67	91	34		
7	Eco. Dis.	121	69	12	131	66	11		
7	SPED	15	40	0	18	28	0		
7	LEP C	28	64	7	39	46	0		
7	LEP M1								
7	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	196	84	11	179	83	17		
8	AA	35	80	6	31	65	10		
8	Hispanic	85	78	8	76	84	13		
8	White	69	93	17	67	88	24		
8	Eco. Dis.	127	78	7	118	79	11		
8	SPED	12	67	0	14	57	0		
8	LEP C	32	75	0	28	71	11		
8	LEP M1								
8	LEP M2								

Calhoun Middle School Campus Improvement Plan
Middle School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	197	73	21	180	69	22		
8	AA	39	64	5	30	53	3		
8	Hispanic	82	63	15	78	64	12		
8	White	69	88	33	66	80	42		
8	Eco. Dis.	129	66	12	121	63	12		
8	SPED	12	58	17	18	28	6		
8	LEP C	32	44	9	30	50	0		
8	LEP M1								
8	LEP M2								

Calhoun Middle School Campus Improvement Plan
Middle School-Level Performance Data

Social Studies

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	200	96	50	181	97	50		
8	AA	40	95	38	30	97	33		
8	Hispanic	82	95	39	79	97	37		
8	White	71	97	66	66	97	73		
8	Eco. Dis.	131	94	38	122	98	37		
8	SPED	14	79	29	19	100	21		
8	LEP C	31	90	19	30	97	23		
8	LEP M1								
8	LEP M2								

Calhoun Middle School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Calhoun Middle School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- PEIMS Data - All Categories
- AEIS Report 2011
- CMS Preliminary AYP Report 2011

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Reading TAKS - White Students
- Social Studies TAKS - All Subgroups
- Reading - All Students
- Reading- African American Students
- Writing- All Students
- Writing- Hispanic Students
- Writing- White Students
- Demographic reports at Calhoun Middle School indicate the percentage of ethnicities is: 40% Hispanic, 37% White, 12% African American, and 2% other.
- Calhoun Middle school's enrollment numbers indicate there is a constant increase in students. This campus has increased in diversity, bringing in many cultures and customs.

Needs

- Reading - Special Education Students
- Reading - LEP Students
- Math- Special Education Students
- Math- LEP Students
- Science- African American Students
- Science- Hispanic Students
- Science - SES Students
- Science- All Students

Summary of Needs

- Demographics Need 1 - Improve Hispanic Subgroup Performance, Reading, Math, Science
- Need 2 - Improve African- American Students performance in Math, writing, and science
- Need 3- Improve LEP Students performance in all subject areas.
- There has been a 6% increase in economically disadvantaged students in the past three years, with an increase in the number of students enrolled overall.

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- AEIS Report 2011
- TELPAS Report Results
- Classroom Common Assessments
- School Report Cards

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Reading TAKS - White Students
- Social Studies TAKS - All Subgroups
- Reading - All Students
- Reading- African American Students
- Writing- All Students
- Writing- Hispanic Students
- Writing- White Students

Needs

- Reading - Special Education Students
- Reading - LEP Students
- Math- Special Education Students
- Math- LEP Students
- Science- African American Students
- Science- Hispanic Students
- Science - SES Students

- Growth was seen in all student categories from sixth to eighth grade on the Reading and Math TAKS tests. Science TAKS in eighth was lower than the year before, but the students were different, so the data on these students are not available. History scores were very high, but the passing rate is very low. Special Education students scored very low in all areas. Special Education has changed at Calhoun over the years. We now have full inclusion, no CMC services, or resource classes. In ARDs at Calhoun, it was suggested and encouraged by administration to administer higher level tests to special education students than seemed appropriate by some teachers.
- Intervention at Calhoun Middle School is a Reading TAKS Preparatory Class and a math lab class for those students who did not pass the previous year's TAKS test in the respective areas. Results can only be assessed by the Individual teacher's scores and the amount of success for each student. LEP students have benefitted from these classes by acquiring knowledge of the test and minimizing anxiety about the test. The LEP scores correspond with this idea. Students who are placed correctly into Read 180 and a regular reading class are benefitting from the personal growth in Read 180, and the exposure to the regular reading curriculum. ELA teachers at Calhoun, along with Dr. Joan Curtis, state that a student should be in Read 180 or TAKS prep, and the regular reading class. A student should not be placed into Read 180 and TAKS prep exclusively, or in both remedial classes.

- Science- All Students
- The data shows a dip in seventh grade in all areas. When comparing three consecutive years of the same students, there is growth in all areas from sixth grade to eighth grade on the Reading TAKS. The Math TAKS showed some growth in seventh grade, but overall the students from all categories improved from sixth to eighth grade in math also. Gender data is not available.

Summary of Needs

- Improve the performance of all subgroups on the 8th grade state science assessment.
- Improve the performance of LEP and Special Education subgroups on the state reading assessment at all grade levels.
- Improve the performance of LEP and Special Education subgroups on the state math assessment all grade levels.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Parent, Student, Staff Surveys
- Faculty Meetings Focus Groups
- Classroom and walkthrough data
- Parent Involvement Meetings Fall and Spring Semesters

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- First Five Days – the first week of school is a preparation for students to have a successful year. In these days, procedures are explained where students are able to understand completely the rules of the campus.
- IB curriculum – Areas of Interaction
- Written Objectives in each classroom
- Although there are many dangers in the community, at Calhoun Middle School we have prepared routine procedures avoiding any type of danger. Because of these routine procedures and the well-prepared staff members, the degree of safety is high.

Needs

- Continue to work on improving collaboartive efforts to improve school climate and culture.
- Improve the frequency of surveying parents, students, and staff in regards to the school climate and culture throughout the school year.
- Continue to use classroom and walkthrough data to enhance student achievement and to improve the learning environment.
-

Summary of Needs

- Increase and improve school collaboration efforts.
- Implement more frequent surveys to gage parent, teacher, and student feedback relevant to the schools climate and culture.
- Utilize classroom and walkthrough data to enhance the school climate and culture.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- Teacher Certification Data
- Paraprofessional Data
- Campus and District Staff development sign in sheets and certificates
- PEIMS Data
- PRIDE/PDAS Teacher Evaluation Data

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- a. Casual Mentoring and the New Teacher Academy have had a positive impact at Calhoun. Typically, new teachers, teachers teaching a new discipline, or teachers new to Calhoun are given a partner to help them. The partner is either a cohort or a team member suggested by the department head or the team leader. At Calhoun, it would be beneficial for two types of mentors: a mentor for behavior/discipline matters and one for academic matters. It would also be beneficial if the mentoring program was more formal than informal.
- a. New staff is supported informally by team leaders, department heads, and cohorts. The core subjects are well-supported by the UBD planning once a six-weeks. Feedback is acquired through discussion, test results, and overall performance on benchmarks, state testing, and common assessments.

Needs

- Continue to develop effective programs and ideas to better implement co-teaching and inclusion practices.
- Continue to hire quality teachers trained to work with diverse populations to enhance student achievement.

- a. At Calhoun MS, Math, English, History, and Science teachers were sent to Title 1 Training on Thinking Maps, which was beneficial for these teachers. However, leaving five substitutes for a team on the same day was very difficult on the students, the substitutes, administration, and the remaining team teachers. Also, special education teachers, reading teachers, and fine arts teachers were not invited to the training and truly desired to be included. The implementation of the training was encouraged by returning to the meetings and discussing real classroom examples. The teachers who attended wrote observations and evaluations of the training. The impact on students was encouraged because the maps were used across five subjects.

Summary of Needs

- Continue to work to improve more effective implementation of co-teaching and inclusion instructional process.
- Continue to utilize effective staff development to improve teacher effectiveness with diverse populations.

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- Scope and Sequence Curriculum Maps
- Common Assessments Data
- AEIS Report Data 2011
- AYP Report Data 2011
- Campus Technology Usage Logs and sign in sheets

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- On our campus, faculty and staff use the grade's scope and sequence, review data of low performing areas, re-teach using a different approach, and use 21st Century tutoring, mentoring, and homework.
- The curriculum, instruction, and assessment are aligned with 21st Century Learning Skills by tutoring, mentoring, and homework.
- Data from common assessments is used to direct pacing, reteaching, and intervention.
- Teachers use the 5E model, whole brain, and models to deliver cutting edge, engaging learning opportunities in a safe, cerebral, constructive learning environment.

Needs

- Our curriculum is linked to the TEKS by reviewing our scope and sequence and lesson plans. Departmentalized planning gives teachers the opportunity to review data, determine low performing areas and re-teach using a difference approach. 21st Century would be enhanced if there could be a dialogue between their teachers and the students' core teachers. They can review what areas the students need to improve and how to help them.

- Teachers strive to teach releveant, engaging content in interesting and innovative ways. Knowledge gained in 6th, 7th, 8th will allow students to look subjectively at their world to solve future problems that do not exist at this time.

Summary of Needs

- Work to improve and develop better collaboration between teachers and the 21st Century staff.

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- Parent Involvement sign in sheets
- Parent Teacher Association Minutes and Reports
- Parent and Community Volunteer Reports
- Parent Surveys

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- There are many activities where families and community members are involved. These activities include: PTA, Science Night, Parent-Teacher Conferences, 21st Century Leadership Academy, Girls Club, and ESL/Bilingual program. These activities and/or organizations show that parents are involved in our students' education and support programs implemented by Calhoun. A large turn-out of parents to after school educational events show students that we all value their education and will, in turn motivate them to excel.
- These programs can build upon the strengths and background (cultural) knowledge of the students, family and community. Literacy and global civic involvement will be developed and enhanced through storytelling, reading, and writing, sharing, and acknowledging the benefits, values, and traditions. These programs can incorporate democratic community building social actions.

Needs

- Increased parent participation.
- Greater volunteerism from parents and local community

Summary of Needs

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- Master Schedule
- Campus Staff Roster
- Campus Duty Schedule
- Improved communication between teachers, administration, and support staff

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Excellent campus leadership team
- Campus PLC process

Needs

Summary of Needs

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- Star Chart Report
- Campus Technology Usage Logs
- Campus Technology Usage Plan
- Technology Committee Reports

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Training for America Reads was great because of the support from the company.
- Improved utilization of technology in the classroom
- 90% of teaching staff are technology proficient.

Needs

- Problems effecting effective use of technology would be issues such as:
  i. Server down
  ii. Too many students for computers
  iii. Hacking all components of a program
  iv. Incomplete or improper training
  v. Preparation of trainer
- YPP and Classworks were not effective because the training was poor.
- TIA was beneficial because we were given choices of technology programs.

Summary of Needs

Comprehensive Needs Assessment Summary of Priority Needs
Calhoun Middle School

Demographics:
Demographics Need 1 - Improve Hispanic Subgroup Performance, Reading, Math, Science

Need 2 - Improve African- American Students performance in Math, writing, and science
Need 3- Improve LEP Students performance in all subject areas.
There has been a 6% increase in economically disadvantaged students in the past three years, with an increase in the number of students enrolled overall.

Student Achievement:
Improve the performance of all subgroups on the 8th grade state science assessment.
Improve the performance of LEP and Special Education subgroups on the state reading assessment at all grade levels.
Improve the performance of LEP and Special Education subgroups on the state math assessment all grade levels.

School Culture and Climate:
Increase and improve school collaboration efforts.
Implement more frequent surveys to gage parent, teacher, and student feedback relevant to the schools climate and culture.
Utilize classroom and walkthrough data to enhance the school climate and culture.

Teacher Quality:
Continue to work to improve more effective implementation of co-teaching and inclusion instructional process.
Continue to utilize effective staff development to improve teacher effectiveness with diverse populations.

Curriculum, Instruction and Assessment:
Work to improve and develop better collaboration between teachers and the 21st Century staff.

Family and Community Involvement:

School Content and Organization:

Technology:

Board Summary
Campus Improvement Plans
2011-12

Calhoun Middle School

Wildy Important Goals for 2011-12
WIG 1: WIG 1- Math- Increase academic achievement of all students to 85 % in Math by August 2012 Math is one of the lowest of all academic areas for all students tested.
WIG 2: WIG 2- ELA- Increase the academic achievement of all students to 90% in Reading and Writing by August 1, 2012 Lay foundation for lifelong learning as measured through STAAR testing.
WIG 3: WIG 3- Science- Increase academic achievement of all students to 80% passing in Science STAAR testing: Science is one of the lowest academic areas for all students tested, especially LEP and African American Students
WIG 4: WIG 4- Social Studies -Maintain academic achievement of 90% or higher in all student subgroups in social studies Maintain exemplary status in all subgroups and increase student achievement for SES and H populations on the STAAR Test
WIG 5: WIG 5- IB- To fulfill the International Baccalaureate Standards for the Middle Years Programme by June, 2012 Objective: To increase rigor and relevance
WIG 6: WIG 6 (Wildly Important Goal) Increase parent Involvement to 60% by the year 2012 Community Relations, Parent Involvement
WIG 7: WIG 7 (Wildly Important Goal) Communities In Schools (CIS) will case manage 50 at-risk students(due to being split between Calhoun and Denton High) and provide on-going services in the 6 components: Supportive Guidance & Counseling, Career Awareness, Educational Enhancement, Parent Involvement, and Enrichment. 21st Century will provide services to 100 at-risk students during after school program 3:30 pm-6:30 pm. Will maintain academic achievement in all cores subjects through homework assistance and developmental learning strategies.

Campus Improvement Plan
Calhoun Middle School

WIG 1

WIG 1- Math- Increase academic achievement of all students to 85 % in Math by August 2012
Math is one of the lowest of all academic areas for all students tested.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize Professional Learning Communities within the Math Department to identify students in need of immediate intervention **Person(s) Responsible:** Math Department Chair All math teachers **Completion Date:** weekly throughout the Fall; bimonthly during the Spring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	PLC staff development.	[ ]	[ ]		Bonus Rounds(8th), Common Assessments (benchmarks), TMSDS Screens	STAAR tests	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Math Lab and after school tutorials to provide additional time and support for student learning **Person(s) Responsible:** All Math Teachers **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title I Funds $4,000.00	[X]	[ ]		Pretests On-line quizzes	STAAR tests	[ ] CNA [ ] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Title One professional development **Person(s) Responsible:** District Math Coordinator **Completion Date:** 4 times a year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title One resources	[ ]	[ ]		Survey student work Discussion and sharing of student work during PLCs	STAAR test Decreased vocabulary- related errors on common assessments	[X] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Address multiple intelligences to assure maximum retention and implementation of math concepts by utilizing the six-step instructional process to teach grade level academic vocabulary terms and by integrating the use of thinking maps. **Person(s) Responsible:** All math teachers Math Department Chair RTI Specialist CLT Co-Teachers Learning Specialist **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District generated lists Marzano's Building Background Knowledge for Academic Acheivement	[ ]	[ ]		Pretest On-line quizzes Group discussions and sharing of student work during PLC's	STAAR Test Decreased vocabulary related errors on common assessments	[X] CNA [ ] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Calhoun Middle School

WIG 2

WIG 2- ELA- Increase the academic achievement of all students to 90% in Reading and Writing by August 1, 2012
Lay foundation for lifelong learning as measured through STAAR testing.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Focus on Scope and Sequence Reading Strategies **Person(s) Responsible:** ELA teachers, ELA Dept. Chair, Learning Specialists, RTI Specialist, CLT **Completion Date:** Monthly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds ($ 2,500.00), novels, library books, nonfiction materials, Textbooks	[X]	[ ]		Formative Conference, Lesson Plans, Quizzes, Journal Entries, SRI, Practice STAAR, Writing journals, Writing samples, vocabulary and comprehension testing with Gates 2 X per year, Texas Middle School Fluency Assessment 7th grade only	Summative Conference, Read 180 reports, SRI reports, Bonus rounds, STAAR results, Surveys, Reading Logs, IB projects and criteria, common assessments	[ ] CNA [ ] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct comprehensive needs assessment of the entire language arts department to develop and implement a successful campus plan and program **Person(s) Responsible:** ELA teachers, Administrators, Dean of Instruction, ELA Dept. Chair, CLT **Completion Date:** Weekly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CIP Check Sheets	[ ]	[ ]		Formative conference, Lesson Plans, Quizzes, common assessments, SRI, Read 180 pretest, Practice TAKS, Writing samples	Summative Conference, Read reports, SRI reports, Bonus rounds, STAAR results, IB projects and critieria	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide instruction by highly qualified teachers in all areas **Person(s) Responsible:** ELA teachers, Administrators, ELA Dept. Chair, CLT **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CNA Check Sheets	[ ]	[ ]		Formative Conference, Lesson Plans, Quizzes, Journal Entries, Benchmarks, SRI, Read 180 pretest, Practice TAKS, Anchor walks, Walk- through, Writing journals, Attendance logs, Writing samples	Summative Conference, Practice TAKS test, Read 180 reports, SRI reports, Bonus rounds, TAKS results, Surveys, Reading logs, IB projects	[X] CNA [ ] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure that students who experience difficulty mastering the proficient or advanced achievement standards on the state assessments receive additional assistance. **Person(s) Responsible:** ELA teachers, Administrators, ELA Dept. Chair, ESL, Read 180 **Completion Date:** Weekly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	IB Units, SSI Funds	[ ]	[ ]		Quizzes, common assessments, SRI, Read 180 pretest, Practice TAKS, Writing samples, tutoring sessions	Tutoring sessions, TAKS results	[X] CNA [ ] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Complete two IB Language A and two interdisciplinary units **Person(s) Responsible:** ELA teachers and colloborating teachers IB Coordinator **Completion Date:** Four units per year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	All teachers, ELA Dept. Chair, IB Coordinator	[ ]	[ ]		Content area and team lesson planning	IB projects	[X] CNA [ ] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Support reading in content areas **Person(s) Responsible:** All teachers, ELA Dept. Chair, CLT, parents **Completion Date:** Weekly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Classroom materials ARC books	[ ]	[ ]		SSI list, previous TAKS results, common assessments, reading inventory, SRI	TAKS results	[X] CNA [ ] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Incorporate culturally diverse reading materials into reading class. **Person(s) Responsible:** All teachers, IB Coordinator, CLT, Language B ESL, Read 180 **Completion Date:** Daily, weekly, monthly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Library books and resources ($ 1,500.00), Novels, SSI Funds ARC books	[ ]	[ ]		Formative Conference, lesson plans	Summative Conference, book reports, IB projects	[X] CNA [ ] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual student TAKS results, quizzes, and common assessments will be used to guide instruction in Reading and Writing **Person(s) Responsible:** ELA teachers, Administrators, ELA Dept. Chair, CLT **Completion Date:** Daily, weekly, monthly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Formative conference, prior TAKS results, quizzes, common assessments	Summative Conference, STAAR results, common assessments	[X] CNA [ ] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Focus on Scope & Sequence Writing Objectives **Person(s) Responsible:** ELA teachers, Dean of Instruction, ELA Dept. Chair, CLT **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Writing journals, Dictionaries, Thesauri, Library computers, Computer labs, SSI Funds Textbook resources, Instructional budget	[ ]	[ ]		Formative Conference, Lesson Plans, Quizzes, Journal Entries, SRI, Practice TAKS, Writing journals, Writing samples	Summative Conference, Read 180 reports, SRI reports, Bonus rounds, TAKS results, Surveys, Reading logs, IB projects, common assessments	[X] CNA [ ] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use of academic vocabulary instruction throughout the year **Person(s) Responsible:** ELA teachers, Dean of Instruction, district ELA coordinator, ELA Dept. Chair **Completion Date:** Weekly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Writing journals, Dictionaries, Thesauri, Library computers, Computer labs, SSI Funds, Textbook resources, Instructional budget Thinking Maps	[ ]	[ ]		Formative Conference, Lesson Plans, quizzes	Summative Conference, common assessments, TAKS	[X] CNA [ ] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Calhoun Middle School

WIG 3

WIG 3- Science- Increase academic achievement of all students to 80% passing in Science
STAAR testing: Science is one of the lowest academic areas for all students tested, especially LEP and African American Students

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize 5E Framework, SIOP, UBD Model, Academic Vocabulary, Thinking maps, and authentic experience instructional strategies to meet the needs of all students grades 6- 8 and especially 8th grade students who will take the 8 grade Science STAAR Test. **Person(s) Responsible:** Science Teachers, Depart. Chair, CLT, IB Coordinator **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials and supplies, computer labs, instructional materials Title I ($3500.00)	[X]	[ ]		Weekly assessment	Six Weeks common Assessments, Bonus Round Test, Semester exams.	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide 40% lab-based instruction **Person(s) Responsible:** CLT, Dept. Chair,Science Teachers, District IST **Completion Date:** Twice a week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Science Lab	[ ]	[ ]		Department meetings, attendance sheets	Lab Reports	[X] CNA [ ] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement Cougar Blitz (Two weeks of intense tutorials in science) **Person(s) Responsible:** Science Teachers, All teachers, DIstrict IST **Completion Date:** Two weeks prior to Science STAAR Test **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials and Supplies, computer labs, instructional materials Title I Funds ($1,000.00)	[X]	[ ]		Schedule change school-wide	STAAR Scores	[X] CNA [ ] RS [X] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Science Fiesta to increase parental involvement **Person(s) Responsible:** Science Teachers, Chris Ice, Collaborative Teachers, IB Coordinator, District IST **Completion Date:** Dec. 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student-led activities from science class ($500.00- Title I Parent Involvement Funds)	[ ]	[ ]		Flyers , CMS webpage, school messenger, facebook and twitter.	Attendance and involvement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
2 IB Interdiscplinary Units and 2 content area units **Person(s) Responsible:** Science Teachers, IB Coordinator, DIstrict IST **Completion Date:** Twice a semester **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	IB OCC website	[ ]	[ ]		IB Rubrics	IB semester report card	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Calhoun Middle School

WIG 4

WIG 4- Social Studies -Maintain academic achievement of 90% or higher in all student subgroups in social studies
Maintain exemplary status in all subgroups and increase student achievement for SES and H populations on the STAAR Test

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teachers will use strategies to improve reading comprehension in content area with a particular focus on primary sources **Person(s) Responsible:** All SS teachers **Completion Date:** Weekly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbook, TCM, Primary Source Readers, Handbook of Content LIteracy Strategies, National Archives	[X]	[ ]		Instruction and lessons	STAAR	[X] CNA [ ] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will promote the understanding of issues and events via student-centered instruction at least 60% of the time. **Person(s) Responsible:** All SS teachers **Completion Date:** Weekly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbook, History Alive! Resources, Teacher Created Materials Title I Funds ($250.00)	[X]	[ ]		Instructional strategies	STAAR test	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teachers will expose students to domestic and international current events and other important issues. **Person(s) Responsible:** All SS teachers **Completion Date:** Weekly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Newspapers, Time for Kids, News Currents, and Scholastic Junior Magazines, ($150.00)	[X]	[ ]		Current event bulletin board, class discussion, and use of resources	Common Assessments	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will use review games that focus on STAAR preparation **Person(s) Responsible:** All 8th grade SS teachers **Completion Date:** Monthly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Study Island, Various games and game software ($200.00)	[X]	[ ]		Quizzes and Games	STAAR	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teachers will use strategies that help students develop and improve their critical thinking, critical reading, and problem-solving skills. **Person(s) Responsible:** All teachers **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Bloom's Taxonomy, Various books ($100.00)	[X]	[ ]		Quizzes, Lesson Plans	Common Assessments and STAAR	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement IB projects in all history classes to promote a deeper understanding of concepts and to incorporate technology **Person(s) Responsible:** All SS teachers, IB coordinator, and collaborating teachers **Completion Date:** Every 6 weeks **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Computer Software, Library, databases, PhotoStory, MovieMaker, Audacity, etc.. ($100.00)	[X]	[ ]		IB Projects and Criteria	Common Assessments and STAAR	[X] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teachers will participate in Title I training and other professional development opportunities **Person(s) Responsible:** All SS teachers **Completion Date:** 4 times a year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Annual Texas Council of Social Studies and UNT Teaching of History Conference 200.00	[X]	[ ]		class instruction, teacher strategies	common assessments, bonus rounds, and STAAR	[X] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Calhoun Middle School

WIG 5

WIG 5- IB- To fulfill the International Baccalaureate Standards for the Middle Years Programme by June, 2012
Objective: To increase rigor and relevance

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ongoing IB training for all staff including off-site, as well as, on-campus staff development as offered through IBO and TIBS and IB Coordinators in DISD. **Person(s) Responsible:** IB Coordinator Heads of School Campus CLT **Completion Date:** Round Table in the fall and spring , Level II and III as offered by IBA and TIBS in fall, spring , and summer **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title I Funds $6,383 IB training for teachers $750 IB training for administrators $3,267 for subs(Training and site visits)	[X]	[ ]		Debriefing with coordinator after each training session, unit planner reflecting training, teacher-led on-campus training at staff developments and in PLCs	Unit planners will reflect training, PLCs will address new knowledge,teachers will participate as leaders in staff development	[ ] CNA [ ] RS [ ] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Establish and maintain special-focus groups to move the Programme forward: Parent Focus Group, Special Events Team, Service Learning Action Committee, Standards Committee **Person(s) Responsible:** IB Coordinator steering committee, Head of School **Completion Date:** Two meetings in the fall and two meeti ngs in the spring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		interactive activites Parent Focus Group, Special Events Team, Service Learning Action Committee, Standards Committee, as well as others formed as needed, will meet regularly- once a quarter as a minimum	survey Parent Education Meetings concerning IB reporting, Community Events such as CMS World Culture Night, Service Learning efforts initiated by students and resourced by teachers, collection and documentation of empirical evidence of meeting MYP Standards	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All teachers will use ManageBac to document 100% of curriculum, one summative assessment for each unit, and usage of each criterion for their content areas twice in the school year **Person(s) Responsible:** CMS Teachers, IB Coordinator and IB Heads of School **Completion Date:** June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title I Funds $3,999 for subscription to ManageBac	[X]	[ ]		Units, assessment rubrics, tasks, learning experiences, teaching strategies, summative/formative assessments, recorded IB criteria grades will be on ManageBac. Teachers, parents, students, and administrators will have access to pertinent information. An IB report card will be produced once a semester for parents and students.	Teachers, students, parents, and administrators will become fluent in the terminology and pedagogy of IB through the recording and reporting of IB grades	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
New to IB teachers will be assigned an IB mentor in their content area **Person(s) Responsible:** IB Coordinator, IB mentor teachers **Completion Date:** June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Teacher/mentor meetings every 2 weeks(or more if needed), agendas/notes/questions from the meetings, updates to IB Coordinator from mentors, Coordinator/mentor meetings once a month (or more if needed)	New teachers will complete planning, implementation, and recording of units on ManageBac	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Aquire a laptop to be used by the IB Coordinator at meetings for Parent Focus Group, Standards Committee, Service Learning, Action Committee, Special Events Team, PLCs, department meetings, team meetings **Person(s) Responsible:** IB Coordinator **Completion Date:** September 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title I funds $1,524.82	[X]	[ ]		Metarials generated at meetings will be recorded and stored on laptop by the Coordinator	Data will be reported to parents, community, students, and staff	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Post signage to identify campus as an IB World School and reflect IB World School philosphy and status **Person(s) Responsible:** IB Coordinator, sinage team, PTA **Completion Date:** June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title I funds $4,476.18	[X]	[ ]		Banners, flags, posters will be displayed throughout the campus, both inside and outside.	Students and teachers will have constant reference to IB philosphy and will have references to use in class discussions and will articulate and model IB philosphy.	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Calhoun Middle School

WIG 6

WIG 6 (Wildly Important Goal) Increase parent Involvement to 60% by the year 2012
Community Relations, Parent Involvement

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Hold two parent outreach meetings per year in community/neighborhood Utilize strategies to increase parent involvement **Person(s) Responsible:** PTA **Completion Date:** Aug 22, 2011- June 2, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	PTA Newsletter and Webpage will announce dates/times/locations of meetings. PTA Meetings will provide forum for speaker(s) to address parents on educational information, and parent connection/e-alert information (Spanish and English) $1,078.00	[ ]	[ ]		PTA Meeting Agenda Parents, staff and students will participate in various hosted appreciation after-school programs and Open House	Increase in Attendance at PTA Meetings, PTA Membership and volunteerism	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Have at least 60% of parents signed up to use Parent Connection and E-Alerts. Provide parents information about the school's wellness and fitness program (PI) **Person(s) Responsible:** PTA **Completion Date:** August 2011-2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	PTA Newsletter Distribute Information in Newsletter E-Alert information provided in newsletter PTA Meeting (1) Fall/(1) Spring Assist in providing forum for a DISD staff to address parents regarding Parent Connection and E-Alerts	[ ]	[ ]		Increase parents, staff and students participation in after-school Athletics (Fitness) Program	Increase number of parents signing up for Parent Connection,Facebook, Twitter, E-alerts	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Encourage partnership with CMS staff and student/parent involvement in Educational Learning. **Person(s) Responsible:** PTA **Completion Date:** August 2011-2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Attended State PTA Conference to bring back educational informational material $1,077.00 Assist IB Program Coordinator to promote IB principles and awareness of IB	[X]	[ ]		Information at Fall registration PTA provided information about EA in PTA Newsletter in Spanish/English PTA will provide handouts at general meetings on EA	Increase number of parents signing up for E-Alerts E-Alert sign in log	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Promote a safe learning environment for all to learn and increase school pride Increase community relationships through utilizing 20,000 community volunteer hours in the school and by contributing 1000 school volunteer hours to the community. **Person(s) Responsible:** PTA **Completion Date:** 2011- 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Provide resources to the "Cougars Who Care" and "School Spirit" programs to promote good behavior and to encourage a safe learning environment.	[ ]	[ ]		Established a IB Focus Parent Group to promote the IB Program Establish resources through promoting educational / learning environment	Meetings Educational/ Informational Resources	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Calhoun Middle School

WIG 7

WIG 7 (Wildly Important Goal) Communities In Schools (CIS) will case manage 50 at-risk students(due to being split between Calhoun and Denton High) and provide on-going services in the 6 components: Supportive Guidance & Counseling, Career Awareness, Educational Enhancement, Parent Involvement, and Enrichment. 21st Century will provide services to 100 at-risk students during after school program 3:30 pm-6:30 pm. Will maintain academic achievement in all cores subjects through homework assistance and developmental learning strategies.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All 50 case managed students will meet weekly aith CIS Program Manager to address individual needs. **Person(s) Responsible:** CIS Program Manager CIS Interns CIS Volunteer Mentors **Completion Date:** 5/31/2012 (Program is on-going throughout the year) **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials provided to mentors for meetings (games, craft supplies, books, etc)	[ ]	[ ]		All supportive guidance services provided by case program manager, interns, and mentors will be documented using CISTMS reporting database which is monitored by TEA.	STAAR results, report card grades, common assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
A minimum of 200 students will receive assistance with clothing and/or school supplies to address low socioeconomic status. CIS will also assist with Red Ribbon Week activities to raise drug abuse awareness a minimum of 75% of the student boby will participate in activities. **Person(s) Responsible:** CIS Program Manager and Interns **Completion Date:** Throughout school year ending 5/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Donations of school supplies and clothing from the community, banner materials and bracelets for Red Ribbon Week.	[ ]	[ ]		All school supplies and clothing services provided by Program Manager and iInterns will be documented using CISTMS reporting database, which is monitored by TEA. School attendance will be pulled for each day of Red Ribbon Week to document the number of participants, then services will be documented using the CISTMS System.	attendance records School supply and clothing donations logs and reports.	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Tutors through the local universities will be provided to work with individual students and groups of students need assistance during school elective and lunch periods. A minimum of 25 CIS Case managed students will be provided assistance on a weekly and bi-weekly basis. **Person(s) Responsible:** CIS Program Manager Interns Tutors **Completion Date:** Through school year ending on 5/31/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Tutoring supplies classroom books, school supplies/materials, study materials, GradeSpeed	[ ]	[ ]		Tutors will log their time with each student and the services will be documented using the CISTMS reporting database, which will be monitored by TEA.	report card grades, three weeks progress reports, test results	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
21st Century Program will use AES2's to improve reading comprehension and math skills in all grade levels. 3:30 pm - 6:30 pm Monday through Friday. **Person(s) Responsible:** 21st Century Site Coordinator, 2 AES2's **Completion Date:** Summer (July 2012) **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Classroom reading books, hand outs, Mind Works curriculum	[ ]	[ ]		Lessons, homework assistance, tutoring	Report cards, progress reports, and end of year survey	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
AES2s will guide students to develop personal identies in the classroom via student-centered lessons and discussions. **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Inclusive class activities, hand outs	[ ]	[ ]		Surveys, end of year project ,	Report cards, surveys, progress reports, end of year 21st Century report	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Calhoun Middle School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	James Hall, Science
2) Classroom Teacher	Brian Morrison, Math
3) Classroom Teacher	Cheryl hand, Special Education
4) Classroom Teacher	Stacy Archer, ELA
5) Classroom Teacher	Lisa Lippe, Social Studies
6) Classroom Teacher	Myia Cowles, Electives
7) Campus-based Nonteaching Professional	Amber Young, CIS
8) Campus-based Paraprofessional and Operations Staff	Loretta Garza, Secretary
9) District-level Professional	Jamie Wilson, Deputy Superintendent
10) Parent	Tangee Rucker
11) Parent	Ronnesha Vallier
12) Community Member	Mary Dorwaldt
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	08/24/2011	3:45 p.m.	CMS Library
2	09/08/2011	3:45 p.m.	CMS Library
3	11/03/2011	3:45 p.m.	CMS Library
4	12/01/2011	3:45 p.m.	CMS Library
5	01/05/2012	3:45 p.m.	CMS Library
6	02/02/2012	3:45 p.m.	CMS Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: CROWNOVER MIDDLE

Campus #: 061901041

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Attendance (2009-10)
Commended on Reading/ELA
Commended on Social Studies

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 6															
Reading	2011	85%	88%	91%	94%	> 99%	85%	96%	> 99%	80%	*	*	61%	90%	56%
	2010	86%	89%	93%	96%	83%	94%	98%	> 99%	> 99%	*	*	96%	92%	92%
Mathematics	2011	83%	87%	91%	90%	77%	81%	93%	67%	> 99%	*	*	67%	90%	78%
	2010	83%	88%	91%	93%	78%	82%	96%	> 99%	> 99%	*	*	93%	87%	75%
All Tests	2011	76%	81%	85%	87%	77%	75%	91%	67%	80%	*	*	50%	83%	44%
	2010	76%	82%	86%	92%	72%	80%	96%	> 99%	> 99%	*	*	89%	83%	75%
TAKS Met 2011 Standard Grade 7															
Reading	2011	86%	90%	93%	97%	91%	92%	99%	> 99%	> 99%	*	*	88%	90%	73%
	2010	86%	91%	95%	97%	97%	88%	> 99%	*	92%	*	*	81%	92%	91%
Mathematics	2011	81%	87%	89%	93%	82%	82%	97%	> 99%	> 99%	*	*	84%	86%	55%
	2010	82%	85%	91%	91%	87%	80%	96%	*	92%	*	*	71%	79%	57%
Writing	2011	93%	95%	96%	99%	> 99%	98%	99%	80%	> 99%	*	*	> 99%	98%	91%
	2010	94%	97%	97%	98%	97%	95%	98%	*	> 99%	*	*	90%	97%	95%
All Tests	2011	75%	81%	84%	92%	77%	82%	96%	80%	> 99%	*	*	84%	84%	55%
	2010	75%	81%	87%	89%	83%	73%	95%	*	92%	*	*	62%	75%	52%
TAKS Met 2011 Standard Grade 8 First Administration Only															
Reading	2011	89%	93%	95%	97%	> 99%	88%	99%	*	> 99%	*	*	80%	92%	76%
	2010	91%	94%	96%	94%	93%	93%	95%	*	*	*	*	67%	93%	50%
Mathematics	2011	80%	83%	89%	95%	93%	85%	97%	*	> 99%	*	*	75%	89%	71%
	2010	81%	84%	91%	93%	89%	93%	93%	*	*	*	*	83%	93%	88%
Science	2011	79%	80%	88%	94%	93%	81%	98%	*	93%	*	*	68%	86%	60%
	2010	78%	83%	*	88%	85%	78%	90%	*	*	*	*	66%	82%	38%
Soc Studies	2011	95%	97%	97%	99%	> 99%	93%	> 99%	*	> 99%	*	*	89%	94%	81%
	2010	94%	97%	98%	99%	> 99%	96%	> 99%	*	*	*	*	97%	96%	88%
All Tests	2011	69%	73%	81%	90%	89%	69%	95%	*	93%	*	*	55%	76%	38%
	2010	69%	75%	*	82%	78%	73%	84%	*	*	*	*	43%	76%	25%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	93%	97%	97%	91%	98%	> 99%	94%	*	*	81%	92%	76%
	2010	90%	93%	96%	97%	93%	93%	98%	> 99%	n/a	n/a	n/a	86%	94%	91%
Mathematics	2011	84%	88%	91%	94%	88%	85%	96%	82%	> 99%	*	*	83%	90%	73%
	2010	84%	88%	92%	94%	87%	87%	97%	> 99%	n/a	n/a	n/a	89%	87%	70%
Writing	2011	92%	94%	96%	99%	> 99%	98%	99%	80%	> 99%	*	*	> 99%	98%	91%
	2010	93%	95%	97%	98%	97%	95%	98%	*	n/a	n/a	n/a	90%	97%	95%
Science	2011	83%	84%	88%	94%	93%	81%	98%	*	93%	*	*	68%	86%	60%
	2010	82%	86%	88%	88%	85%	78%	90%	*	n/a	n/a	n/a	66%	82%	38%
Soc Studies	2011	95%	96%	97%	99%	> 99%	93%	> 99%	*	> 99%	*	*	89%	94%	81%
	2010	94%	96%	98%	99%	> 99%	96%	> 99%	*	n/a	n/a	n/a	97%	96%	88%
All Tests	2011	76%	81%	86%	90%	83%	78%	95%	73%	91%	*	*	68%	83%	49%
	2010	76%	81%	87%	89%	80%	76%	93%	> 99%	n/a	n/a	n/a	68%	78%	53%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	46%	54%	43%	31%	60%	36%	71%	*	*	19%	36%	12%
	2010	32%	38%	49%	50%	37%	29%	57%	33%	68%	*	*	16%	31%	9%
Mathematics	2011	29%	32%	29%	33%	21%	19%	37%	45%	57%	*	*	16%	23%	5%
	2010	28%	31%	33%	31%	23%	18%	34%	33%	50%	*	*	8%	18%	2%
Writing	2011	31%	39%	45%	47%	36%	25%	52%	40%	64%	*	*	9%	33%	18%
	2010	32%	36%	49%	45%	20%	30%	52%	*	75%	*	*	10%	25%	5%
Science	2011	30%	33%	40%	49%	39%	26%	56%	*	64%	*	*	< 1%	18%	< 1%
	2010	28%	30%	42%	36%	22%	22%	41%	*	*	*	*	14%	27%	< 1%
Soc Studies	2011	47%	51%	54%	68%	68%	46%	73%	*	93%	*	*	16%	47%	29%
	2010	45%	51%	57%	67%	74%	56%	69%	*	*	*	*	28%	62%	25%
All Tests	2011	16%	19%	20%	23%	13%	9%	27%	18%	49%	*	*	3%	11%	< 1%
	2010	15%	17%	23%	22%	11%	10%	25%	33%	36%	*	*	< 1%	10%	< 1%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	95%	75%	*	83%	70%	*	*	*	*	75%	88%	*
	2010	85%	88%	93%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
Mathematics	2011	77%	83%	84%	79%	*	86%	77%	*	*	*	*	79%	> 99%	*
	2010	75%	79%	85%	86%	*	86%	85%	*	*	*	*	86%	> 99%	*
Writing	2011	80%	88%	83%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
	2010	80%	87%	84%	88%	*	83%	*	*	*	*	*	88%	> 99%	*
Science	2011	60%	60%	79%	*	*	*	*	*	*	*	*	*	*	*
	2010	58%	58%	76%	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2011	68%	67%	88%	*	*	*	*	*	*	*	*	*	*	*
	2010	67%	68%	82%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	75%	72%	*	67%	81%	*	*	*	*	72%	82%	67%
	2010	64%	69%	75%	85%	*	78%	87%	*	*	*	*	85%	89%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)														
All Tests 2011	97%	98%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
All Tests 2010	93%	96%	> 99%	93%	*	*	88%	*	*	*	*	93%	> 99%	*
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	99.7%	99.9%	98.7%	100.0%	100.0%	100.0%	100.0%	*	*	100.0%	100.0%	97.6%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	92.6%	94.2%	89.6%	88.3%	96.0%	100.0%	97.2%	*	*	20.9%	87.7%	71.4%
Not on TAKS	7.6%	7.6%	7.0%	5.7%	9.1%	11.7%	4.0%	0.0%	2.8%	*	*	79.1%	12.3%	26.2%
TAKS(Acc) Only	2.4%	2.1%	2.2%	1.9%	1.3%	5.6%	1.2%	0.0%	0.0%	*	*	26.9%	4.6%	11.9%
TAKS-M Only	3.1%	3.4%	2.3%	2.1%	5.2%	3.7%	1.4%	0.0%	2.8%	*	*	29.9%	5.1%	9.5%
TAKS-Alt Only	0.9%	0.7%	0.6%	0.5%	1.3%	0.6%	0.5%	0.0%	0.0%	*	*	7.5%	1.0%	0.0%
Combination	1.3%	1.4%	1.3%	1.1%	1.3%	1.9%	0.9%	0.0%	0.0%	*	*	14.9%	1.5%	4.8%
By Acct Status														
Acct System	94.0%	95.7%	95.3%	96.8%	93.5%	96.9%	97.0%	100.0%	97.2%	*	*	94.0%	95.9%	97.6%
Non-Acct System	4.6%	3.5%	4.1%	3.1%	5.2%	3.1%	3.0%	0.0%	2.8%	*	*	6.0%	4.1%	0.0%
Mobile	4.6%	3.5%	4.1%	3.1%	5.2%	3.1%	3.0%	0.0%	2.8%	*	*	6.0%	4.1%	0.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.4%	0.1%	1.3%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	2.4%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.5%	0.2%	0.1%	1.3%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	2.4%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	774	933	77	162	644	11	36	1	2	67	195	42
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.5%	99.8%	100.0%	100.0%	99.7%	100.0%	100.0%	-	-	98.8%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	93.3%	94.0%	94.8%	88.4%	95.5%	100.0%	92.9%	-	-	36.1%	87.7%	75.6%
Not on TAKS	7.8%	7.7%	6.0%	5.8%	5.2%	11.6%	4.2%	0.0%	7.1%	-	-	62.7%	12.3%	24.4%
TAKS(Acc) Only	2.3%	1.8%	1.7%	2.4%	2.6%	6.1%	1.5%	0.0%	0.0%	-	-	25.3%	6.1%	15.6%
TAKS-M Only	3.3%	3.8%	2.2%	1.9%	1.3%	2.4%	1.8%	0.0%	3.6%	-	-	20.5%	2.8%	4.4%
TAKS-Alt Only	0.8%	0.7%	0.6%	0.6%	0.0%	0.6%	0.3%	0.0%	3.6%	-	-	6.0%	1.1%	0.0%
Combination	1.3%	1.3%	1.3%	1.0%	1.3%	2.4%	0.6%	0.0%	0.0%	-	-	10.8%	2.2%	4.4%
By Acct Status														
Acct System	90.0%	91.0%	93.3%	94.5%	96.1%	92.1%	95.1%	100.0%	92.9%	-	-	69.9%	91.6%	91.1%
Non-Acct System	8.6%	8.1%	6.3%	5.3%	3.9%	7.9%	4.5%	0.0%	7.1%	-	-	28.9%	8.4%	8.9%
Mobile	4.4%	3.6%	3.6%	2.8%	2.6%	4.9%	2.4%	0.0%	0.0%	-	-	2.4%	4.5%	4.4%
Non-Acct Test	4.2%	4.5%	2.9%	2.5%	1.3%	3.0%	2.1%	0.0%	7.1%	-	-	26.5%	3.9%	4.4%
Not Tested	1.4%	0.9%	0.5%	0.2%	0.0%	0.0%	0.3%	0.0%	0.0%	-	-	1.2%	0.0%	0.0%
Absent	0.1%	0.1%	0.0%	0.2%	0.0%	0.0%	0.3%	0.0%	0.0%	-	-	1.2%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	838	893	77	164	617	6	28	0	0	83	179	45

District Name: DENTON ISD
Campus Name: CROWNOVER MIDDLE
Campus #: 061901041

Total Students: 929
Grade Span: 06 - 08
School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	57%	67%	*	50%	80%	*	*	*	*	*	50%	*
	2010	50%	53%	63%	65%	*	73%	67%	*	*	*	*	47%	75%	75%
Mathematics	2011	42%	43%	45%	59%	57%	50%	65%	*	*	*	*	45%	60%	46%
	2010	45%	52%	55%	68%	71%	58%	74%	*	*	*	*	64%	58%	44%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	76	66	58	61	77	*	*	*	*	*	49	40
	2010	86	90	86	105	*	121	86	*	*	*	*	69	114	111
Mathematics	2011	64	66	60	68	68	67	66	*	*	*	*	79	65	61
	2010	70	77	65	88	78	81	97	*	*	*	*	73	85	72
Student Success Initiative															
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2011	11%	7%	6%	3%	< 1%	12%	1%	*	< 1%	*	*	20%	8%	24%
	2010	10%	7%	5%	6%	7%	7%	5%	*	*	*	*	33%	7%	50%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	94%	97%	98%	99%	> 99%	95%	> 99%	*	> 99%	*	*	90%	95%	86%
	2010	95%	96%	98%	98%	96%	98%	98%	*	*	*	*	80%	98%	88%
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
	2011	20%	17%	11%	5%	7%	15%	3%	*	< 1%	*	*	25%	11%	29%
	2010	20%	16%	9%	7%	11%	7%	7%	*	*	*	*	17%	7%	13%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	88%	92%	95%	98%	> 99%	92%	> 99%	*	> 99%	*	*	95%	95%	81%
	2010	88%	92%	96%	98%	93%	> 99%	98%	*	*	*	*	97%	96%	> 99%
English Language Learners Progress Indicator															
2010-11		80%	86%	90%	95%	*	94%	*	*	*	*	*	85%	94%	93%
2009-10		79%	85%	88%	99%	*	98%	> 99%	*	*	*	*	> 99%	98%	> 99%
Attendance Rate @															
2009-10		95.5%	95.9%	96.1%	96.7%	97.6%	97.0%	96.5%	96.3%	97.7%	-	-	96.4%	96.5%	96.8%
2008-09		95.6%	95.9%	96.4%	96.7%	97.2%	97.2%	96.4%	*	n/a	n/a	n/a	96.0%	96.8%	97.8%
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)															
2009-10		0.2%	0.3%	0.0%	0.6%	0.0%	0.0%	0.7%	*	6.3%	-	-	0.0%	0.0%	0.0%
2008-09		0.3%	0.2%	0.0%	0.3%	1.6%	0.0%	0.2%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		929	100.0%	27,495	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	3.0%	4.5%
	Kindergarten	0	0.0%	0.0%	8.5%	7.6%
	Grade 1	0	0.0%	0.0%	8.5%	7.9%
	Grade 2	0	0.0%	0.0%	8.8%	7.7%
	Grade 3	0	0.0%	0.0%	8.5%	7.6%
	Grade 4	0	0.0%	0.0%	7.9%	7.6%
	Grade 5	0	0.0%	2.3%	7.9%	7.6%
	Grade 6	312	33.6%	24.7%	7.2%	7.4%
	Grade 7	308	33.2%	36.3%	7.1%	7.3%
	Grade 8	309	33.3%	35.8%	7.1%	7.2%
	Grade 9	0	0.0%	0.9%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	73	7.9%	5.1%	11.6%	12.9%
	Hispanic	164	17.7%	19.0%	30.8%	50.3%
	White	643	69.2%	69.5%	52.9%	31.2%
	Native American	11	1.2%	0.8%	0.9%	0.5%
	Asian	35	3.8%	3.3%	2.6%	3.4%
	Pacific Islander	1	0.1%	0.1%	0.1%	0.1%
	Two or More Races	2	0.2%	2.3%	1.2%	1.6%
Economically Disadvantaged		194	20.9%	27.0%	41.5%	59.2%
Limited English Proficient (LEP)		44	4.7%	3.0%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		13	1.4%	1.4%	1.3%	1.9%
At-Risk		187	20.1%	23.5%	35.1%	46.3%
Mobility (2009-10)		67	7.2%	9.3%	17.1%	18.2%
Number of Students per Teacher		14.4	n/a	14.9	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	-	-	2.1%	2.3%	-	-	14.3%	10.7%
Grade 1	-	-	1.5%	4.7%	-	-	8.5%	8.9%
Grade 2	-	-	0.8%	2.8%	-	-	3.8%	4.1%
Grade 3	-	-	1.1%	2.0%	-	-	1.4%	1.8%
Grade 4	-	0.0%	0.1%	1.1%	-	0.0%	0.4%	0.9%
Grade 5	-	0.4%	0.4%	1.3%	-	0.0%	2.0%	1.3%
Grade 6	0.0%	0.2%	0.1%	0.7%	6.5%	1.3%	3.7%	1.2%
Grade 7	0.4%	0.3%	0.2%	1.0%	0.0%	1.0%	1.4%	1.4%
Grade 8	0.0%	0.5%	0.1%	1.2%	6.3%	1.6%	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.8	19.0
	Grade 1	-	-	18.9	18.9
	Grade 2	-	-	18.8	18.8
	Grade 3	-	-	19.1	18.8
	Grade 4	-	-	20.3	19.0
	Grade 5	-	20.4	21.9	21.4
	Grade 6	25.5	22.2	20.9	20.7
	Mixed Grades	-	-	19.2	23.9
Secondary:	English/Language Arts	23.6	20.8	20.4	17.3
	Foreign Languages	26.0	23.1	18.8	19.0
	Mathematics	19.0	20.9	19.4	17.9
	Science	25.7	21.4	22.9	19.0
	Social Studies	26.8	22.6	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	81.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	76.3	93.9%	89.6%	72.3%	63.4%
Teachers	64.7	79.6%	77.7%	56.2%	50.5%
Professional Support	8.6	10.6%	7.7%	12.8%	9.0%
Campus Admin. (School Leader.)	3.0	3.7%	4.1%	2.7%	2.8%
Educational Aides:	5.0	6.1%	10.4%	7.9%	9.5%
Total Minority Staff:	8.5	10.5%	10.3%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	4.0	6.2%	2.5%	6.5%	9.3%
Hispanic	3.5	5.4%	5.3%	11.7%	23.7%
White	54.2	83.7%	89.0%	78.4%	63.9%
American Indian	0.0	0.0%	0.8%	0.8%	0.4%
Asian	0.0	0.0%	0.6%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	3.0	4.6%	1.6%	2.1%	1.3%
Males	17.5	27.1%	23.7%	24.0%	23.2%
Females	47.2	72.9%	76.3%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	4.1	6.4%	4.8%	4.8%	6.0%
1-5 Years Experience	21.0	32.4%	29.0%	31.8%	30.0%
6-10 Years Experience	17.1	26.5%	20.5%	22.7%	21.1%
11-20 Years Experience	18.4	28.4%	27.4%	25.5%	25.0%
0ver 20 Years Experience	4.1	6.4%	18.3%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	9.4 yrs.	11.8 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	7.0 yrs.	7.1 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,597	$40,188	$45,521	$41,272
1-5 Years Experience	$47,112	$43,904	$47,448	$44,013
6-10 Years Experience	$48,686	$46,557	$48,287	$46,604
11-20 Years Experience	$51,634	$50,114	$51,852	$50,476
Over 20 Years Experience	$66,463	$58,345	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$50,008	$48,616	$51,120	$48,638
Professional Support	$52,074	$53,960	$55,177	$57,045
Campus Administration (School Leadership)	$66,913	$72,146	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	4.0	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$5,805,181	100.0%	$6,560	$6,151,963	100.0%	$6,951	$167,269,083	100.0%	$6,138
Instruction (11,95)	$4,032,800	69.5%	$4,557	$4,095,476	66.6%	$4,628	$120,549,318	72.1%	$4,423
Instructional-Related Services (12,13)	$207,635	3.6%	$235	$210,566	3.4%	$238	$5,445,883	3.3%	$200
Instructional Leadership (21)	$67,057	1.2%	$76	$67,057	1.1%	$76	$1,792,802	1.1%	$66
School Leadership (23)	$364,440	6.3%	$412	$371,792	6.0%	$420	$11,945,959	7.1%	$438
Support Services-Student (31,32,33)	$390,682	6.7%	$441	$390,682	6.4%	$441	$8,803,949	5.3%	$323
Other Campus Costs (35,36,51,52,53)	$742,567	12.8%	$839	$1,016,390	16.5%	$1,148	$18,731,172	11.2%	$687
By Program:									
Total Operating Expenditures	$5,062,614	100.0%	$5,720	$5,103,902	100.0%	$5,767	$147,186,789	100.0%	$5,401
Bilingual/ESL Education (25)	$83,453	1.6%	$94	$83,453	1.6%	$94	$1,175,021	0.8%	$43
Career & Technical Education (22)	$0	0.0%	$0	$347	0.0%	$0	$1,316,211	0.9%	$48
Accelerated Education (24,30)	$60,921	1.2%	$69	$60,921	1.2%	$69	$6,512,740	4.4%	$239
Gifted & Talented Education (21)	$163,620	3.2%	$185	$163,620	3.2%	$185	$3,729,299	2.5%	$137
Regular Education (11)	$4,033,150	79.7%	$4,557	$4,033,150	79.0%	$4,557	$109,654,278	74.5%	$4,024
Special Education (23)	$721,470	14.3%	$815	$762,411	14.9%	$861	$23,961,614	16.3%	$879
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$727,085	0.5%	$27
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$110,541	0.1%	$4

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	44	4.7%	2.8%	14.3%	16.2%
Career & Technical Education	0	0.0%	15.4%	16.7%	21.0%
Gifted & Talented Education	119	12.8%	13.3%	8.7%	7.7%
Special Education	71	7.6%	8.8%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	0.9%	7.1%	5.5%
Career & Technical Education	2.3	3.6%	2.1%	3.6%	4.0%
Compensatory Education	1.0	1.5%	2.1%	5.0%	2.9%
Gifted & Talented Education	1.6	2.5%	4.3%	1.7%	1.9%
Regular Education	51.3	79.4%	73.3%	68.0%	73.4%
Special Education	8.4	13.0%	9.8%	12.0%	9.1%
Other	0.0	0.0%	7.7%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Econ	% Hispanic	% Afr_Amer	% Mobility	% LEP
003902041		HUDSON MIDDLE	HUDSON ISD	71.8	55.7	20.6	3.5	14.1	2.7
037907041		RUSK J H	RUSK ISD	71.6	61.7	13.6	12.5	13.5	1.9
043903041		CELINA MIDDLE	CELINA ISD	69.8	28.4	20.6	3.7	7.3	1.5
043904041		FARMERSVILLE JUNIOR HIGH	FARMERSVILLE ISD	66.4	46.7	22.4	7.0	10.4	2.4
043907043		DOWELL MIDDLE	MCKINNEY ISD	68.3	18.0	19.5	6.3	7.6	5.7
043912041		LORENE ROGERS MIDDLE	PROSPER ISD	70.4	13.8	15.2	8.1	10.1	4.2
061901041	>	CROWNOVER MIDDLE	DENTON ISD	69.2	20.9	17.7	7.9	7.2	4.7
061901048		HARPOOL MIDDLE	DENTON ISD	67.9	16.6	18.1	8.6	10.2	3.6
061902045		LAMAR MIDDLE	LEWISVILLE ISD	66.7	11.7	14.1	6.1	8.6	3.4
061908105		SANGER SIXTH GRADE CENTE	SANGER ISD	72.5	38.2	23.6	1.1	11.3	1.1
061911044		CHISHOLM TRAIL MIDDLE	NORTHWEST ISD	70.0	30.0	21.8	5.3	13.7	3.1
072903041		HENDERSON JUNIOR HIGH	STEPHENVILLE	70.0	46.7	24.0	1.7	10.8	1.9
080901102		MT VERNON INT	MOUNT VERNON ISD	66.4	56.5	22.4	7.2	12.8	5.8
084910048		VICTORY LAKES INT	CLEAR CREEK ISD	69.7	18.6	14.4	8.5	10.7	1.1
101907049		HAMILTON MIDDLE SCHOOL	CYPRESS-FAIRBANKS ISD	67.5	14.3	18.9	4.6	6.7	1.0
101913042		KINGWOOD MIDDLE	HUMBLE ISD	66.5	26.0	22.6	5.7	9.0	1.4
116915041		BLAND MIDDLE	BLAND ISD	71.3	53.3	24.6	1.6	10.6	4.9
123905041		CENTRAL MIDDLE	NEDERLAND ISD	69.4	48.8	10.9	7.2	13.4	3.3
129902041		WARREN MIDDLE	FORNEY ISD	68.3	23.1	20.1	7.6	6.8	2.0
141901041		LAMPASAS MIDDLE	LAMPASAS ISD	71.1	49.9	22.7	1.9	12.3	1.5
147902042		GROESBECK MIDDLE	GROESBECK ISD	68.9	55.3	18.0	12.1	12.6	2.1
166903041		MILANO J H	MILANO ISD	70.6	50.6	23.5	2.4	13.1	8.2
166905041		THORNDALE MIDDLE	THORNDALE ISD	70.2	49.0	22.1	2.9	12.0	2.9
169902041		NOCONA MIDDLE	NOCONA ISD	68.8	55.0	22.8	0.5	12.6	4.8
170902053		MCCULLOUGH J H	CONROE ISD	71.8	4.7	17.9	2.7	5.6	3.7
170906041		MAGNOLIA J H	MAGNOLIA ISD	69.9	46.6	24.6	2.5	11.0	6.4
170906042		BEAR BRANCH J H	MAGNOLIA ISD	72.1	29.4	22.3	2.0	9.0	5.6
175902041		BLOOMING GROVE JH	BLOOMING GROVE ISD	71.1	49.3	20.4	3.8	11.3	3.3
184903041		HALL MS	WEATHERFORD ISD	70.9	43.6	22.1	2.6	12.8	2.8
188901043		CROCKETT MIDDLE	AMARILLO ISD	71.4	25.2	18.9	4.2	8.5	2.5
212906041		WHITEHOUSE JUNIOR HIGH	WHITEHOUSE ISD	70.7	34.0	11.2	11.9	9.6	1.6
213901041		GLEN ROSE J H	GLEN ROSE ISD	69.5	44.1	24.9	0.5	6.5	6.1
220901051		BOLES J H	ARLINGTON ISD	66.5	23.3	15.6	10.7	7.3	2.7
220902047		NORTH RIDGE MIDDLE	BIRDVILLE ISD	67.6	28.4	18.8	6.0	7.8	1.7
220916044		BEDFORD J H	HURST-EULESS-BEDFORD ISD	68.6	28.6	17.7	6.4	12.2	3.4
227909042		WEST RIDGE MIDDLE	EANES ISD	70.8	2.7	12.8	0.8	3.4	1.8
227913042		HUDSON BEND MIDDLE	LAKE TRAVIS ISD	69.3	20.5	24.0	1.1	6.3	7.1
246904040		DOUGLAS BENOLD MIDDLE	GEORGETOWN ISD	68.0	31.8	24.9	4.4	11.5	2.2
246912042		THRALL MIDDLE	THRALL ISD	68.3	32.3	25.0	3.7	9.5	2.4
246913041		CEDAR PARK MIDDLE	LEANDER ISD	71.9	11.8	16.0	3.5	6.2	1.3
246913047		FOUR POINTS MIDDLE	LEANDER ISD	68.2	15.7	17.9	5.3	10.9 **	3.1
		Group Average		69.5	27.0	19.0	5.1	9.3	3.0

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
HUDSON MIDDLE	543	762	798	72	36	Q3	539	775	796	46	21	Q3
RUSK J H	413	737	770	79	33	Q4	408	713	743	61	29	Q1
CELINA MIDDLE	392	770	803	61	33	Q4	390	759	789	65	30	Q1
FARMERSVILLE JUNIOR	303	747	787	103	39	Q3	298	728	753	63	25	Q2
DOWELL MIDDLE	1046	788	829	76	41	Q2	1048	781	802	65	21	Q3
LORENE ROGERS MIDDLE	602	723	769	123	47	Q1	605	725	770	53	45	Q1
> CROWNOVER MIDDLE	840	779	817	66	38	Q3	837	750	774	68	24	Q2
HARPOOL MIDDLE	770	764	809	83	44	Q2	766	757	766	58	9	Q4
LAMAR MIDDLE	727	788	837	96	49	Q1	726	781	816	63	34	Q1
SANGER SIXTH GRADE C	154	735	766	56	31	Q4	152	719	736	70	17	Q3
CHISHOLM TRAIL MIDDL	891	745	782	74	36	Q3	901	734	753	63	19	Q3
HENDERSON JUNIOR HIG	419	763	803	38	39	Q3	421	734	765	65	31	Q1
MT VERNON INT	197	703	739	76	36	Q3	193	696	735	84	40	Q1
VICTORY LAKES INT	739	772	812	74	40	Q3	744	771	788	56	17	Q3
HAMILTON MIDDLE SCHO	1462	790	830	87	41	Q2	1466	789	808	94	19	Q3
KINGWOOD MIDDLE	891	765	802	93	37	Q3	890	751	778	77	27	Q2
BLAND MIDDLE	110	747	787	105	41	Q2	107	719	723	55	4	Q4
CENTRAL MIDDLE	686	732	766	67	34	Q4	684	715	720	44	4	Q4
WARREN MIDDLE	649	787	810	48	24	Q4	647	761	780	52	19	Q3
LAMPASAS MIDDLE	679	737	776	59	39	Q3	674	714	741	49	27	Q2
GROESBECK MIDDLE	287	737	778	60	41	Q2	288	728	745	44	18	Q3
MILANO J H	71	719	771	63	52	Q1	71	712	739	52	27	Q2
THORNDALE MIDDLE	91	731	771	78	40	Q3	90	713	748	76	34	Q1
NOCONA MIDDLE	160	738	771	64	33	Q4	161	707	735	47	29	Q1
MCCULLOUGH J H	1760	821	862	83	42	Q2	1758	820	841	77	22	Q2
MAGNOLIA J H	773	748	790	74	41	Q2	772	735	744	44	8	Q4
BEAR BRANCH J H	793	773	818	85	45	Q1	789	756	777	57	21	Q3
BLOOMING GROVE JH	184	743	789	56	46	Q1	183	724	752	55	28	Q2
HALL MS	491	780	815	64	36	Q3	488	761	766	43	6	Q4
CROCKETT MIDDLE	688	767	812	81	45	Q1	689	758	787	61	28	Q2
WHITEHOUSE JUNIOR HI	680	768	808	72	41	Q2	680	758	779	67	21	Q3
GLEN ROSE J H	324	747	785	75	37	Q3	327	757	772	52	15	Q4
BOLES J H	711	782	828	83	46	Q1	706	755	781	61	26	Q2
NORTH RIDGE MIDDLE	729	768	797	65	29	Q4	728	743	747	51	4	Q4
BEDFORD J H	447	799	839	90	40	Q3	447	779	795	53	17	Q3
WEST RIDGE MIDDLE	790	813	859	120	47	Q1	785	805	832	64	27	Q2
HUDSON BEND MIDDLE	731	790	836	86	47	Q1	729	780	810	71	30	Q1
DOUGLAS BENOLD MIDDL	777	766	809	55	43	Q2	769	769	791	55	21	Q3
THRALL MIDDLE	138	757	794	25	37	Q3	137	745	753	16	8	Q4
CEDAR PARK MIDDLE	1187	790	834	88	45	Q1	1190	782	814	66	32	Q1
FOUR POINTS MIDDLE	464	791	840	81	49	Q1	462	791	823	79	32	Q1
Group Average	584	772	812	75	40	--	583	762	784	58	22	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Crownover Middle School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Crownover Middle School's Mission Statement

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Crownover Middle School Campus Improvement Plan
Middle School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
6	All	286	96	52	304	94	50		
6	AA	17	82	29	22	100	50		
6	Hispanic	51	94	27	48	85	25		
6	White	202	98	59	216	96	55		
6	Eco. Dis.	51	92	27	58	90	26		
6	SPED	15	93	13	18	61	17		
6	LEP C	13	92	8	9	56	11		
6	LEP M1								
6	LEP M2								
7	All	293	97	45	300	97	49		
7	AA	30	97	40	22	91	27		
7	Hispanic	60	88	22	49	92	18		
7	White	191	100	52	213	99	58		
7	Eco. Dis.	61	92	15	62	90	37		
7	SPED	18	78	6	24	88	25		
7	LEP C	21	90	5	11	73	0		
7	LEP M1								
7	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	285	98	56	296	99	62		
8	AA	29	97	41	28	100	50		
8	Hispanic	46	98	37	59	95	47		
8	White	206	98	63	194	100	66		
8	Eco. Dis.	57	98	49	66	95	45		
8	SPED	24	79	25	20	90	15		
8	LEP C	8	88	13	21	86	19		
8	LEP M1								
8	LEP M2								

Crownover Middle School Campus Improvement Plan
Middle School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
7	All	287	98	47	295	99	47		
7	AA	30	97	20	22	100	36		
7	Hispanic	57	96	35	48	98	25		
7	White	188	98	53	209	99	52		
7	Eco. Dis.	60	97	28	61	98	33		
7	SPED	13	92	8	23	100	9		
7	LEP C	19	95	5	11	91	18		
7	LEP M1								
7	LEP M2								

Crownover Middle School Campus Improvement Plan
Middle School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
6	All	288	92	34	305	90	30		
6	AA	18	72	17	22	77	18		
6	Hispanic	51	80	10	48	81	21		
6	White	203	97	40	217	93	33		
6	Eco. Dis.	52	83	13	58	90	19		
6	SPED	17	88	6	18	67	22		
6	LEP C	13	69	0	9	78	11		
6	LEP M1								
6	LEP M2								
7	All	290	92	33	300	93	35		
7	AA	30	87	23	22	82	18		
7	Hispanic	58	81	28	49	82	16		
7	White	190	96	35	213	97	40		
7	Eco. Dis.	60	78	17	62	85	31		
7	SPED	15	67	7	24	83	17		
7	LEP C	22	55	5	11	55	9		
7	LEP M1								
7	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	284	98	24	296	98	34		
8	AA	29	93	24	28	100	25		
8	Hispanic	46	98	13	59	92	19		
8	White	205	98	27	194	100	37		
8	Eco. Dis.	57	95	21	66	95	18		
8	SPED	23	96	0	20	95	5		
8	LEP C	8	100	0	21	81	0		
8	LEP M1								
8	LEP M2								

Crownover Middle School Campus Improvement Plan
Middle School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	283	87	36	294	94	49		
8	AA	29	83	21	28	93	64		
8	Hispanic	46	78	22	58	81	26		
8	White	204	90	41	193	98	56		
8	Eco. Dis.	57	81	28	65	86	18		
8	SPED	23	61	13	19	68	0		
8	LEP C	8	38	0	20	60	0		
8	LEP M1								
8	LEP M2								

Crownover Middle School Campus Improvement Plan
Middle School-Level Performance Data

Social Studies

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	285	100	67	294	99	68		
8	AA	29	100	72	28	100	68		
8	Hispanic	46	98	54	59	93	46		
8	White	206	100	69	192	100	73		
8	Eco. Dis.	57	98	61	66	94	47		
8	SPED	23	100	30	19	89	16		
8	LEP C	8	100	25	21	81	29		
8	LEP M1								
8	LEP M2								

Crownover Middle School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Crownover Middle School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- eSchools
- AWARE
- Attendance Reports
- Class/Program Rosters
- At-Risk Reports
- MEGA Math Enrollment
- ENH requests
- Advanced Math testing
- Special Education Services
- AEIS/School Report Card

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Reducing the achievement gap
- African American, Hispanic, and Econ Dis Writing scores improved
- African American Reading scores improved
- Response to Intervention framework
- GOL/FGO for target population
- MEGA Math enrollment has dropped based on need and improvement
- Read 180 addressing the needs of our ELL learning
- PLCs conversations target struggling learners
- More horizontal and vertical alignment

Needs

- Continue to address needs of subgroups in Math
- Hispanic, LEP, and Econ Dis students' needs in Reading and Math (Science)
- Professional development to address needs of an increased population and

Summary of Needs

- Continue to address the needs reflected in our subgroups in the area of mathematics; reduction of the achievement gap between any subgroups to less than 5%
- Provide ongoing professional development and support to address the needs of our Hispanic, LEP, and Economically Disadvantaged students in Reading and Math
- Professional development to address the needs of an increasing population and subgroups

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- eSchools
- AWARE
- Attendance Reports
- Class/Program Rosters
- At-Risk Reports
- MEGA Math Enrollment
- ENH requests
- Advanced Math testing
- Special Education Services
- AEIS/School Report Card

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Increased Science scores
- Increased Writing scores
- Inclusion framework
- PLCs
- Decreasing the achievement gap for subgroups
- Grade level pre- and post-assessments
- Use of AWARE data

Needs

- Continue our work in building common lesson plans and common assessments
- Differentiating instruction for student need
- Differentiating between enhanced coursework and general coursework
- Continuous preparation for a changing student population

Summary of Needs

- Continue our work in building common lesson plans and common assessments
- Differentiating instruction based on identified student need; build skills and knowledge with regard to strategies for workiing with struggling learners
- Differentiating between enhanced coursework and general coursework; clearly defined curriculum between levels
- Continuous preparation for a changing student population

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- eSchools: Rosters, Discipline, Attendance, Enrollment
- Choose to Care
- Dana Foundation
- TMEA
- Teacher/Staff School Climate Survey
- Gallup Student Poll
- Counseling Needs Assessment
- College Board
- Science Daily
- Bully Reports

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Gallup reveals that 62% are hopeful; 67% are engaged; and 72% are thriving.
- Large number of student population is involved in extra-curricular activities
- Interest, training, and involvement in CHAMPS
- Counseling center
- Bully prevention/program
- Response to Intervention
- Safety among students and staff
- Of students participating in extra-curricular activities, 76% were on the
-

Needs

- Faculty/staff must continue to identify students that are discouraged and/or
- Continue to find connections for students identified as discouraged and/or
- Create/identify leadership opportunities for our African American students
- RtI - Behavioral component; implementation of CHAMPS framework
- A few teachers believe that some teachers may not treat certain groups of
- 26% of faculty/staff feel that parent involvement is low
- Address the high number of students who indicate they would not report to an
- Adress safety concerns in bathrooms, locker rooms, and waiting areas
- Address needs of students not involved in extra-curricular activities; demographic

Summary of Needs

- Faculty/staff must continue to identify students that are discouraged and/or struggling
- Continue to find connections for students identified as discouraged and/or struggling
- Create/identify leadership opportunities for our African American students
- RtI - Behavioral component; monitor effective implementation of CHAMPS framework
- Address the high number of students who indicate they would not report to an adult for fear of retaliation
- Adress safety concerns in bathrooms, locker rooms, and waiting areas
- Address needs of students not involved in extra-curricular activities; demographic information of these students is a concern.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- AEIS
- Staff Mobility/Stability
- Teacher Certification Data - SBEC
- Professional Development Data
- Course/Class Completion
- Grades
- TAKS Data
- District Benchmarks
- Campus Benchmarks/Assessments
- FYTA

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 85% Retention Rate
- Large number of highly qualified teachers
- First Year Teacher Academy - support
- Classroom mentors
- Staff collaboration
- Administration/Staff communication
- Teaming
- Teacher input in staff development

Needs

- STAAR Information/Preparation
- Familiarity with new curriculum
- Diversity among staff members

Summary of Needs

- STAAR Information/Preparation; provide ongoing information and updates as received
- Familiarity with new curriculum; encourage participation in curriculum writing and district conversations regarding benchmark performance
- Diversity among staff members; monitor hiring practices to ensure diversity among staff reflects student population

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- Staff Information Flow Chart
- Integrated Technology Skills Curriculum
- Thinking Maps
- TAKS
- eSchools
- Teacher Survey
- Master Schedule
- PLCs
- Response to Intervention
- AWARE Data

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Integrated Technology Skills (ITS) Curr
- Technology Team/Department/Librarian
- Integration of Thinking Maps
- Cowboy Crush - TAKS Science Push
- TAKS Bootcamp
- 8th Grade Science/7th Rdg/Writing collaboration
- MEGA Math

Needs

- Common Assessments
- Grade level collaboration between teams
- Core training for Thinking Maps
- Continued campus-wide support for ITS
- Intervention for ELL struggling students

Summary of Needs

- Common Assessments; continue to address and develop within PLCs
- Grade level collaboration between teams; strive for consistency (horizontal and vertical alignment)
- Core training for Thinking Maps; continue training for implementation in all contents
- Continued campus-wide support for ITS; grade level expectations and training for staff
- Intervention for ELL struggling students; identify needs and schedule appropriately for proactive response

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- PTA Feedback
- District Parent Survey
- Teacher feedback
- Adopt-A-School List
- Fiesta Family Math Night sign in sheets
- 5th Grade Transition Participation

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Adopters
- Increased PTA membership
- Parent volunteers
- Partnership with City of Corinth and Lake Cities
- P.E.A.C.E. participation
- Family Fiesta Math Night participation
- Renaissance Rewards
- Fall Festival - Stampede

Needs

- Increase volunteer pool and participation
- Parent involvement for low performing students
- Continue to increase partnership(s) with community

Summary of Needs

- Increase volunteer pool and participation; request volunteer list for contact information
- Parent involvement for low performing students; seek opportunities to provide parent support
- Continue to increase partnership(s) with community

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- CLT meetings/agendas
- Leader meetings/agendas
- Cowboy Council
- PTA
- Staff Information Flow Chart

Team Rollover Meetings

- eSchool
- PLCs
- Master Schedule
- Teaming
- Teaming

Student Council

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- CLT
- Team Leaders
- PLCs and Team of 10
- Student Council
- Cowboy Council
- Master Schedule
- Feedback from Summative Conferences

Needs

- PTA to be more accessible to parents and teachers
- Administrative websites

Summary of Needs

- PTA to be more accessible to parents and teachers; request for general meetings to be held outside of the school day and in conjunction with evening activities
- Administrative websites; develop and update with viable, pertinent information regarding student success and research

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- StaR Chart
- Curriculum
- Departmental Budget
- Campus Improvement Plan
- Library Announcements
- Library Data
- Teacher Input
- Campus Technician

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Central scheduling of the lab
- Maintenance of the labs
- Library Media Specialist
- Staff receptive to technology
- Full CTE Program
- Technology Wheel
- Stomp Mo Club

Needs

- Accountability
- Will need on campus maintenance next school year
- Updated technology
- More computers
- Mounted projectors
- New Monitors
- Updated lab management software

Summary of Needs

- Accountability; improve student performance on Technology assessment through teacher training and lesson integration
- Will need on campus maintenance next school year
- Updated technology
- More computers
- Mounted projectors
- New Monitors
- Updated lab management software

Comprehensive Needs Assessment Summary of Priority Needs
2010 - 2011

Demographics:
Continue to address the needs reflected in our subgroups in the area of mathematics; reduction of the achievement gap between any subgroups to less than 5%
Provide ongoing professional development and support to address the needs of our Hispanic, LEP, and Economically Disadvantaged students in Reading and Math
Professional development to address the needs of an increasing population and subgroups

Student Achievement:
Continue our work in building common lesson plans and common assessments
Differentiating instruction based on identified student need; build skills and knowledge with regard to strategies for workiing with struggling learners
Differentiating between enhanced coursework and general coursework; clearly defined curriculum between levels
Continuous preparation for a changing student population

School Culture and Climate:
Faculty/staff must continue to identify students that are discouraged and/or struggling
Continue to find connections for students identified as discouraged and/or struggling
Create/identify leadership opportunities for our African American students
RtI - Behavioral component; monitor effective implementation of CHAMPS framework
Address the high number of students who indicate they would not report to an adult for fear of retaliation
Adress safety concerns in bathrooms, locker rooms, and waiting areas
Address needs of students not involved in extra-curricular activities; demographic information of these students is a concern.

Teacher Quality:
STAAR Information/Preparation; provide ongoing information and updates as received
Familiarity with new curriculum; encourage participation in curriculum writing and district conversations regarding benchmark performance
Diversity among staff members; monitor hiring practices to ensure diversity among staff reflects student population

Curriculum, Instruction and Assessment:
Common Assessments; continue to address and develop within PLCs
Grade level collaboration between teams; strive for consistency (horizontal and vertical alignment)
Core training for Thinking Maps; continue training for implementation in all contents
Continued campus-wide support for ITS; grade level expectations and training for staff
Intervention for ELL struggling students; identify needs and schedule appropriately for proactive response

Family and Community Involvement:
Increase volunteer pool and participation; request volunteer list for contact information
Parent involvement for low performing students; seek opportunities to provide parent support
Continue to increase partnership(s) with community

School Content and Organization:
PTA to be more accessible to parents and teachers; request for general meetings to be held outside of the school day and in conjunction with evening activities
Administrative websites; develop and update with viable, pertinent information regarding student success and research

Technology:
Accountability; improve student performance on Technology assessment through teacher training and lesson integration
Will need on campus maintenance next school year
Updated technology
More computers
Mounted projectors
New Monitors
Updated lab management software

Board Summary
Campus Improvement Plans
2011-12

Crownover Middle School

Wildy Important Goals for 2011-12
WIG 1: Science WIG: Increase student achievement in all subgroups to an exemplary rating (90% met standard) as reflected on the Science common assessment. This expectation should also show a continuing reduction in the achievement gap which currently exists between our subgroups in Science. Objective: To establish a strong vertical alignment between grade levels ensuring grade-level objectives/TEKS are learned and retained as students move from one grade to another in Science.
WIG 2: Math WIG: Increase student achievement in all subgroups to an exemplary rating (90% met standard) as reflected on Mathematics common assessments. This expectation should also show a continuing reduction in the achievement gap which currently exists between our subgroups in Mathematics. Objective: Student achievement should be reflected in classroom, grade level, campus-based and common assessments in the area of Mathematics.
WIG 3: Reading/ELA WIG: Increase student growth from one year to the next for all students in all areas as measured through campus-based common assessments, benchmarks, Scholastic Reading Inventory scores and six- weeks grades. Objective: Students will increase performance and growth as evidenced on campus-based common assessments. Increase number of 7th grade students passing the common writing assessment to 100%. Decrease the achievement gap between our groups to less than 5% as evidenced on campus-based common assessments. Increase each sub group's performance on the campus-based common assessment for Reading/ELA to 90% for all students.
WIG 4: Social Studies WIG: To ensure continued student achievement for all students, in all subgroups and to increase Commended performance in the common Social Studies assessment. This will be achieved through cross-curricular activities which support Math, Science, and Reading/ELA. Objective: To increase student performance in all areas, for all students, in all subgroups on our campus.

Wildy Important Goals for 2011-12
WIG 5: Continue to facilitate a positive social/emotional and academic climate at RCMS, while preparing for the future. Objective: Increase student awareness of types of bullying, what bullying looks like, how to make bully reports, and the consequences of bullying; Decrease occurrences of bullying on campus; Increase social responsibility of bystanders Increase student awareness of college and career options and set long term education goals; Prepare all 8th grade students to surpass the Texas passing rate of 70% on the state Technology assessment, while exposing students to future opportunities in Career and Technical Education; and, Continue creating an environment of awareness with regard to healthy physical habits and a positive body image.
WIG 6: Special Education WIG: To facilitate awareness of the individual needs of students as they are served through Special Education services in an effort to provide a FAPE and increase student achievement. Objective: To develop Individual Education Plans (IEP) which include the components of the Standard Based IEPs as mandated by the Federal government; Ensure IEPs include the Time frame, Criterion, Behavior and Condition (TCBC) for each individual student; To establish open lines of communication with our elementary feeder campus in an effort to assist students during transition from elementary to middle school; and, To provide training and information to faculty/staff, students and parents of RCMS with regard to inclusionary practices at RCMS.
WIG 7: Align CTE curriculum with core classes according to scopes and sequences and expose all students to advanced opportunities in Career & Technical Education. Objective: Implement core cross curricular lessons; assist in increasing student achievement for all RCMS students on the 8th Grade Technology Test to surpass the Texas passing rate of 70%, and exposure to Career & Technical Education on the middle school, high school and college level.

Campus Improvement Plan
Crownover Middle School

WIG 1

Science WIG: Increase student achievement in all subgroups to an exemplary rating (90% met standard) as reflected on the Science common assessment. This expectation should also show a continuing reduction in the achievement gap which currently exists between our subgroups in Science.

Objective: To establish a strong vertical alignment between grade levels ensuring grade-level objectives/TEKS are learned and retained as students move from one grade to another in Science.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Science PLC team will continue to meet weekly to evaluate student data, lesson plans, instructional strategies, and to develop campus-based common assessments for each grade level to develop benchmarks measuring student progress. **Person(s) Responsible:** Science Department and Instructional Leaders **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Student work; teacher created assessments; unit studies; benchmarks; common assessments; data reflected in progress reports, 6-week report cards and AWARE.	[ ]	[ ]		Common assessments will be compiled and maintained by grade level team. Common assessments will be downloaded and analyzed in AWARE.	Student data will be analyzed and be the focal point of PLC conversations, including adjustment and implementation of instructional strategies.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Science/Math Advisory Rotation: In-school support provided for students identified through careful evaluation of data and in-class performance; three-week rotation between Science/Math instructors based on classroom/campus assessments and student growth every three weeks; 8th grade students will also rotate through 6th and 7th grade Science advisory to ensure review and retention of 6th/7th grade TEKS. **Person(s) Responsible:** Science/Math Department; SpEd Department; Counselors; and Instructional Leaders **Completion Date:** April 27, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Region IV workbooks; UNT Xtreme Science; Science curriculum guides; Measuring Up materials; BrainPOP; Manipulatives; lab equipment; AWARE.	[ ]	[ ]		Class lists for Science/Math advisories; 3-week progress reports; 6-week grades; individual progress as measured on informal and formal assessments; observations and feedback.	Analysis of informal and formal assessments; reduction in achievement gap among all subgroups in benchmarking and common assessments.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Shared lesson plans between Science and Math teachers. Science/Math teachers will utilize designated 'team' time to dialogue and share ideas about incorporating Science in Math, and Math in Science. Cross curricular lessons will target measurement and graphing activities. **Person(s) Responsible:** Science/Math Department; SpEd Department; and Instructional leaders **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum guides; Region IV materials; Measuring Up materials; lab equipment; Eduphoria.	[ ]	[ ]		Instructional strategies and lesson plans will reflect application between Science and Math studies.	Observation and feedback; lesson plans; informal and formal assessments.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Fiesta Family Math and Science Night for students and parents; incorporate games developed by For Girls Only and Guys Operating as Leaders. **Person(s) Responsible:** Science Department, Math Department; SpEd Department; UNT PDS interns, FGO/GOL sponsors; and Instructional Leaders. **Completion Date:** November 15, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Purchased materials and games; activities developed by the Science Department, Math Department, UNT PDS interns, FGO/GOL students, and advanced math students.	[ ]	[ ]		Fiesta Family Math Night is an annual event hosted at RCMS and this year's event will be held on Tuesday, November 15, 2011. Science games are being introduced for the first time this year.	Informal and formal feedback from students and parents.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Cowboy Crush: 16-day countdown to STAAR; All 8th grade students will participate in TEKS-based bellringers and mini-labs to review/remediate Science objectives. **Person(s) Responsible:** Science Department and SpEd Department **Completion Date:** April 26, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Region IV workbooks; UNT Xtreme Science; Measuring Up materials; Science curriculum guides; BrainPOP; Manipulatives; lab equipment.	[ ]	[ ]		Cowboy Crush lesson plans; walk throughs and observations; informal and formal feedback.	Informal feedback from students regarding impact and reduction of anxiety during state assessment; and performance on common assessment in Science.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaboration with Fine Arts Department to build cross-curricular activities which enhance and support all subjects. **Person(s) Responsible:** Core Subjects; SpEd Department; and Fine Arts Departments **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum documents; art supplies; music; manuscripts; teacher made written and performance based quizzes and tests	[ ]	[ ]		Student work samples; lesson plans; walk throughs and observations; informal/formal feedback.	Student work samples; daily activities; 3-week progress reports; student grades for each six weeks; compilation of 6-week tests and benchmark test results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Regularly monitor student grades to keep students eligible to participate in extra-curricular events. **Person(s) Responsible:** Fine Arts Departments **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Gradespeed; Progress reports; Report cards	[ ]	[ ]		Number of students eligible for participation; 95% of all students participating remain eligible	Percentage of eligibility is 95% or greater; Superior ratings at festivals, contests, and UIL or similar sanctioned events	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health: Teach and reinforce science by teaching 6th graders body systems and how they interact with one another. **Person(s) Responsible:** Health/PE instructors **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Health curriculum documents; teacher made resources.	[ ]	[ ]		Student work samples; lesson plans; walk throughs and observations; informal/formal feedback.	Student work samples; daily activities; 3-week progress reports; student grades for each six weeks; compilation of 6-week tests and benchmark test results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Crownover Middle School

WIG 2

Math WIG: Increase student achievement in all subgroups to an exemplary rating (90% met standard) as reflected on Mathematics common assessments. This expectation should also show a continuing reduction in the achievement gap which currently exists between our subgroups in Mathematics.

Objective:
Student achievement should be reflected in classroom, grade level, campus-based and common assessments in the area of Mathematics.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Math PLC team will continue to meet weekly to evaluate student data, lesson plans, instructional strategies, and to develop campus-based common assessments for each grade level to develop benchmarks measuring student progress. **Person(s) Responsible:** Math Department and Instructional Leaders. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Student work; teacher created assessments; unit studies; released TAKS tests; data reflected in progress reports, 6-week report cards and AWARE.	[ ]	[ ]		Common assessments will be compiled and maintained by Math department chair. Common assessments and released TAKS tests will be downloaded and analyzed in AWARE.	Student data will be analyzed and be the focal point of PLC conversations, including adjustment and implementation of instructional strategies.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Math/Science Advisory Rotation: In-school support provided for students identified through careful evaluation of data and in-class performance; three-week rotation between Math/Science instructors based on classroom/campus assessments and student growth every three weeks. **Person(s) Responsible:** Math/Science Department; SpEd Department; and Instructional Leaders. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum guides, Region IV materials, Classworks, manipulatives, lab equipment, AWARE	[ ]	[ ]		Class lists for Math/Science advisories; 3-week progress reports; Report cards; Individual progress as measured on informal and formal assessments; observations and feedback.	Analysis of informal and formal assessments; reduction in achievement gap among all subgroups in benchmarking and common assessments.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Shared lesson plans between Math and Science teachers. Math/Science teachers will utilize designated 'team' time to dialogue and share ideas about incorporating Math in Science, and Science in Math. Teachers will analyze and discuss results and plan interventions **Person(s) Responsible:** Math/Science Department; SpEd Department; and Instructional Leaders. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum guides; Region IV Materials; Measuring Up Materials; Eduphoria.	[ ]	[ ]		Instructional strategies and lessons plans will reflect application between Math and Science studies	Observation and feedback; lesson plans; informal and formal assessments.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Fiesta Family Math and Science Night for students and parents; incorporate games developed by For Girls Only and Guys Operating as Leaders. **Person(s) Responsible:** Math Department; Science Department; SpEd Department; UNT PDS interns; FGO/GOL sponsors; and Instructional Leaders. **Completion Date:** November 15, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Purchased materials and games; activities developed by the Math Department, UNT PDS interns, FGO/GOL students, and advanced math students.	[ ]	[ ]		Fiesta Family Math Night is an annual event hosted at RCMS and this year's event will be held on Tuesday, November 16, 2010.	Informal and formal feedback from students and parents.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
MEGA Math Class targeting students who have been unsuccessful or low performing on the state assessment for Mathematics; identified students are grouped according to needs identified by Math objectives and rotate through a 12-week course targeting two objectives. **Person(s) Responsible:** Math Department and Instructional Leaders. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Region IV materials; Math curriculum and supplemental materials; TEA study guides; Math manipulatives.	[ ]	[ ]		MEGA Math is reflected on student schedules and grades are earned; progress is reported to parents and collaboration between regular math teacher and MEGA math teachers is ongoing.	Increase in student achievement is measured in regular math class; progress reports; 6-weeks report cards; campus common assessments; district benchmarks; and previous state assessments in Mathematics.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Mathematics co-teaching support provided by SpEd teachers and ESL Math teacher; SpEd and ELL students are provided additional support based on a co-teaching model; SpEd teachers and ESL Math teacher work with general education teacher providing additional in-class support. **Person(s) Responsible:** Math teachers; Special Education teachers; ESL Math teacher; and Instructional Leaders. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Mathematics curriculum; Region IV materials; released TAKS tests; Math manipulatives.	[ ]	[ ]		SpEd teachers and ESL Math teacher are scheduled into specific math classes to provide additional in-class support for SpEd and ELL students.	Increase in student achievement for SpEd and ELL students is measured on progress reports; 6-weeks report cards; campus common assessments; district benchmarks; and previous state assessments in Mathematics.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ongoing before and after school tutoring offered by individual math teachers. **Person(s) Responsible:** Math Department and SpEd Department **Completion Date:** May 26, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Math curriculum and supplemental materials	[ ]	[ ]		Tutorial sign in sheets maintained by individual teachers.	Increase in student achievement is measured in regular math class; progress reports; 6-weeks report cards; campus common assessments; district benchmarks; and previous state assessments in Mathematics.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue building academic vocabulary in math by incorporating strategies outlined in Marzano and Pickering's Building Academic Vocabulary. **Person(s) Responsible:** Math Department and SpEd Department **Completion Date:** May 26, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Teacher generated	[ ]	[ ]		Lesson plans; walk throughs and observations; informal and formal feedback.	Increase in student achievement is measured in regular math class; progress reports; 6-weeks report cards; campus common assessments; district benchmarks; and state assessments in Mathematics.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaboration with Fine Arts Department to build cross-curricular activities which enhance and support all subjects. **Person(s) Responsible:** Core Subjects; SpEd Department; and Fine Arts Departments **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum documents; art supplies; music; manuscripts; teacher made written and performance based quizzes and tests	[ ]	[ ]		Student work samples; lesson plans; walk throughs and observations; informal/formal feedback.	Student work samples; daily activities; 3-week progress reports; student grades for each six weeks; compilation of 6-week tests and benchmark test results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Regularly monitor student grades to keep students eligible to participate in extra-curricular events. **Person(s) Responsible:** Fine Arts Departments **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Gradespeed; Progress reports; Report cards	[ ]	[ ]		Number of students eligible for participation; 95% of all students participating remain eligible	Percentage of eligibility is 95% or greater; Superior ratings at festivals, contests, and UIL or similar sanctioned events	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Implement math problems into PE games. Use math word problems during health when talking about nutrition, calories, and nutrition labels. **Person(s) Responsible:** PE Instructors **Completion Date:** **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Teacher created resources	[ ]	[ ]		Student work samples; lesson plans; walk throughs and observations; informal/formal feedback.	Student work samples; daily activities; 3-week progress reports; student grades for each six weeks; compilation of 6-week tests and benchmark test results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Crownover Middle School

WIG 3

Reading/ELA WIG: Increase student growth from one year to the next for all students in all areas as measured through campus-based common assessments, benchmarks, Scholastic Reading Inventory scores and six- weeks grades.

Objective:
Students will increase performance and growth as evidenced on campus-based common assessments.
Increase number of 7th grade students passing the common writing assessment to 100%.
Decrease the achievement gap between our groups to less than 5% as evidenced on campus-based common assessments.
Increase each sub group's performance on the campus-based common assessment for Reading/ELA to 90% for all students.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reading PLC and ELA PLC will continue to meet weekly to evaluate student data, lessons plans, instructional strategies, and to develop campus-based common assessments for each grade level to develop benchmarks measuring student progress. Reading /ELA PLCs include the expertise of Dyslexia and Read 180 instructors, as well as EXPO instructors. **Person(s) Responsible:** Reading/ELA Department and Instructional Leaders **Completion Date:** May 26, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum documents; technology; common lesson plans; district assessments; campus assessments; Eduphoria; AWARE.	[ ]	[ ]		Student data; lesson plans; 6-week tests (common); campus-based common assessments; PLC minutes.	Student grades for each six weeks; compilation of 6-week tests and benchmark test results; campus-based common assessment scores.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaboration with Curriculum & Instruction and ESL coordinator to build on SIOP/Differentiated instructional strategies; ensure horizontal/vertical alignment of curriculum and instruction with all learning levels. **Person(s) Responsible:** Reading/ELA Department; SpEd Department; and Instructional Leaders **Completion Date:** May 26, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum documents; technology; common lesson plans; district assessments; campus-based assessments.	[ ]	[ ]		Student work samples; walkthroughs and observations; informal and formal feedback and conversation.	Student work sames; student grades for each six weeks; compilation of 6-week tests and benchmark test results; campus-based common assessment scores.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Utilization of online textbook resources at school and at home. **Person(s) Responsible:** Reading/ELA Department; SpEd Department; and Campus Technology **Completion Date:** May 26, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Technology; Online resources.	[ ]	[ ]		Scheduled lab time and useage logs.	Student grades for each six weeks; compilation of 6-week tests and benchmark test results; campus-based common assessment scores.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scholastic Reading Inventory; utilize pre- and post-test assessments to target individual needs and strengths of students in determining instructional strategies and lesson plans for students. **Person(s) Responsible:** Reading/ELA Department and Campus Technology **Completion Date:** May 24, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	SRI software program; technology.	[ ]	[ ]		SRI assessment scores; lesson plans; walk throughs and observations; informal/formal feedback.	Student grades for each six weeks; compilation of 6-week tests and benchmark test results; campus-based common assessment scores.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue Thinking Maps implementation through Reading/ELA, Mathematics, and Sciencecourses; utilization of thinking maps to assist students in organizing thought processes; Reading/ELA/SpEd teachers will share instructional strategies campus-wide. **Person(s) Responsible:** Reading/ELA and Special Education Department **Completion Date:** May 26, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Thinking Maps notebooks; publications.	[ ]	[ ]		Student work samples; lesson plans; walk throughs and observations; informal/formal feedback.	Student work samples; daily activities; 3-week progress reports; student grades for each six weeks; compilation of 6-week tests and benchmark test results; campus-based common assessment scores.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaboration with Fine Arts Department to build cross-curricular activities which enhance and support Reading/ELA learning. **Person(s) Responsible:** Reading/ELA; SpEd Department; and Fine Arts Departments **Completion Date:** May 26, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum documents; art supplies; music; manuscripts.	[ ]	[ ]		Student work samples; lesson plans; walk throughs and observations; informal/formal feedback.	Student work samples; daily activities; 3-week progress reports; student grades for each six weeks; compilation of 6-week tests and benchmark test results; campus-based common assessment scores.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue in-class Writer's Workshop with a cultural connection and host a Super Saturday Writer's Workshop in February 2012; open to all students, with a special invitation to targeted students; teachers will share STAAR Writing expectations and changes with students; and offer individual conferencing of student written work; offer student choice of writing topics; and publication of student work. **Person(s) Responsible:** ELA Department ; SpEd Department; and Instructional Leaders **Completion Date:** March 1, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Basic writing supplies; notebooks; pens; pencils; snacks; door prizes; technology.	[ ]	[ ]		Student work samples; lesson plans; walk throughs and observations; informal/formal feedback; student sign-in sheets.	Student work samples; daily activities; 3-week progress reports; student grades for each six weeks; compilation of 6-week tests and benchmark test results; campus-based common assessment scores.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Incorporate 6 Traits beginning in 6th grade to establish an ELA academic language through 7th and 8th grade. **Person(s) Responsible:** ELA Department ; SpEd Department; and Campus Technology **Completion Date:** May 26, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum documents and technology.	[ ]	[ ]		Student work samples; lesson plans; walk throughs and observations; informal/formal feedback.	Establishment of a common language to be assessed through informal/formal assessment.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Regularly monitor student grades to keep students eligible to participate in extra-curricular events. **Person(s) Responsible:** Fine Arts Departments **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Gradespeed; Progress reports; Report cards	[ ]	[ ]		Number of students eligible for participation; 95% of all students participating remain eligible	Percentage of eligibility is 95% or greater; Superior ratings at festivals, contests, and UIL or similar sanctioned events	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Crownover Middle School

WIG 4

Social Studies WIG: To ensure continued student achievement for all students, in all subgroups and to increase Commended performance in the common Social Studies assessment. This will be achieved through cross-curricular activities which support Math, Science, and Reading/ELA.

Objective:
To increase student performance in all areas, for all students, in all subgroups on our campus.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Social Studies PLC will continue to meet regularly to evaluate student data, build common assessments, develop common lesson plans, instructional strategies, and to ensure horizontal/vertical alignment. Social Studies PLC will also provide feedback and gather information on possible cross-curricular activities during team time with other content areas. **Person(s) Responsible:** Social Studies Department and Instructional Leaders **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum guides; History Alive resources; teacher created resources; AWARE	[ ]	[ ]		Common assessments will be compiled and maintained by grade-level teams; PLC minutes. AWARE student data.	Student work samples; student grades for each six weeks; compilation of 6-week tests and benchmark test results; campus-based common assessment scores; AWARE student data.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ongoing before and after school tutoring offered by individual teachers **Person(s) Responsible:** Social Studies Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Supplemental resources; Curriculum documents	[ ]	[ ]		Tutorial sign in sheets maintained by individual teachers.	Student work samples; student grades for each six weeks; compilation of 6-week tests and benchmark test results; common assessment scores.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vocabulary integration: Continue building academic vocabulary in Social Studies by incorporating strategies outlined in Building Academic Vocabulary. Social Studies instructors will work with all students in the areas of writing and vocabulary. **Person(s) Responsible:** Social Studies Department and SpEd Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Teacher generated resources; Marzano's Building Academic Vocabulary	[ ]	[ ]		Lesson plans; walk throughs and observations; informal/formal feedback	Student work samples; student grades for each six weeks; compilation of 6-week tests and benchmark test results; common assessment scores.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implementation of CHAMPS Program: Increase academic time in all classes through the implementation of the CHAMPS program, leading to increase in student performance. **Person(s) Responsible:** Social Studies Department, SpEd Department, and CHAMPS team **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	CHAMPS Training; CHAMPS curriculum; CHAMPS team generated resources; eSchools reports	[ ]	[ ]		Improvement of overall behavior as measured by reduction of office referrals as compared to the previous school year.	Reduction in number of incidents as evidenced on the end of year discipline report.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaboration with Fine Arts Department to build cross-curricular activities which enhance and support all subjects. **Person(s) Responsible:** Core Subjects; SpEd Department; and Fine Arts Departments **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum documents; art supplies; music; manuscripts; teacher made written and performance based quizzes and tests	[ ]	[ ]		Student work samples; lesson plans; walk throughs and observations; informal/formal feedback.	Student work samples; daily activities; 3-week progress reports; student grades for each six weeks; compilation of 6-week tests and benchmark test results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Regularly monitor student grades to keep students eligible to participate in extra-curricular events. **Person(s) Responsible:** Fine Arts Departments **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Gradespeed; Progress reports; Report cards	[ ]	[ ]		Number of students eligible for participation; 95% of all students participating remain eligible	Percentage of eligibility is 95% or greater; Superior ratings at festivals, contests, and UIL or similar sanctioned events	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

WIG 5

Continue to facilitate a positive social/emotional and academic climate at RCMS, while preparing for the future.

Objective:
Increase student awareness of types of bullying, what bullying looks like, how to make bully reports, and the consequences of bullying;
Decrease occurrences of bullying on campus; Increase social responsibility of bystanders
Increase student awareness of college and career options and set long term education goals;
Prepare all 8th grade students to surpass the Texas passing rate of 70% on the state Technology assessment, while exposing students to future opportunities in Career and Technical Education; and,
Continue creating an environment of awareness with regard to healthy physical habits and a positive body image.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
College and Career Week; offered during November 2011 to all grade levels; guidance lesson offered during in-school courses; use of College Board's My Road workbooks; door prizes awarded. **Person(s) Responsible:** Counseling Team **Completion Date:** November 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	College Board materials; Technology; Time	[ ]	[ ]		College and Career Week pretest/posttest about awareness.	Increase in awareness of options and steps in college and career planning.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Full implementation for Response to Intervention (RtI); Administration and counseling team will meet with grade-level teams during 'team' time at scheduled RtI session, no less than every three weeks. RtI meetings will revolve around discussion of students who may be struggling academically and/or behaviorally. Discussions will include parent/family contact; tried interventions and possible interventions; involvement of campus-based resources and/or outside resources; ongoing progress monitoring will be maintained and evaluated daily/weekly, as necessary. Purpose is to be proactive, rather than reactive when students are suspected of struggling or identified as struggling. Communication and effective reporting will be key in the success of this endeavor. **Person(s) Responsible:** Instructional Leaders **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time; Technology; AWARE	[ ]	[ ]		RtI meeting minutes; document tracking system established in AWARE.	Increased student achievement and observed positive responses to intervention strategies.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implementation of CHAMPS: Campus-wide positive behavior support initiatives clarifying expectations for behavior of all students and faculty/staff. **Person(s) Responsible:** All students and staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	CHAMPS Training; CHAMPS curriculum; CHAMPS team generated resources; eSchools reports	[ ]	[ ]		Staff training, student training, posters	Improved social emotional climate at school per Choose to Care and Gallup Student Poll; reduced discipline referrals in common areas such as hallways, restroom, locker room, and waiting areas.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Rachel's Challenge: Annual whole-school presentation and Chain Links Group; students are actively engaged in creating opportunities for acts of kindness among the RCMS community. Establish team based Chain Links groups: Meeting 2x per month for character lessons and group roles. **Person(s) Responsible:** Counseling Team; Team teachers; and Instructional Leaders **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Financial obligation for whole school presentation and lesson/activities planning; monetary supplies for the club.	[ ]	[ ]		Scheduled whole-school presentation; meeting minutes/activities of the Chain Links Club.	Increased positive social/emotional climate as measured by informal/formal feedback and survey results from Gallup and Choose to Care	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue partnership with UNT Physical Education Department and Dr. Petrie to assess the fitness level of the students we serve. Improve flexibility: Increase trunk lift passing rate from 50% to 60%. Increase sit & reach passing rate from 60% to 70%. **Person(s) Responsible:** Health/PE Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Health curriculum; UNT Physical Ed. Students	[ ]	[ ]		Fitness Checkups/Evaluation; Survey feedback	Fitness Grams and lesson plans.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Crownover Middle School

WIG 6

Special Education WIG: To facilitate awareness of the individual needs of students as they are served through Special Education services in an effort to provide a FAPE and increase student achievement.

Objective:
To develop Individual Education Plans (IEP) which include the components of the Standard Based IEPs as mandated by the Federal government;
Ensure IEPs include the Time frame, Criterion, Behavior and Condition (TCBC) for each individual student;
To establish open lines of communication with our elementary feeder campus in an effort to assist students during transition from elementary to middle school; and,
To provide training and information to faculty/staff, students and parents of RCMS with regard to inclusionary practices at RCMS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide on-going, high-quality professional development around effective strategies to close the achievement gap. **Person(s) Responsible:** Special Education Department and Instructional Leaders **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	PLC time; Professional development; Class Technology (IEPs); Teacher-created and research-based resources for accommodations and modifications	[ ]	[ ]		Completion certificates; informal/formal feedback; walk through and observations. Progressing monitoring of IEPs, goal completion , and student work portfolios	Increased student achievement as measured on progress reports; formal and informal assessments; 6-week grades; benchmarks and common assessments.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Establish vertical alignments between elementary campuses and RCMS to ensure student transition is seamless. Propose the establishment of a PLC group to include elementary diagnosticians and middle school diagnosticians. **Person(s) Responsible:** Special Education Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Time	[ ]	[ ]		Meeting minutes; informal and formal feedback.	Seamless transition of services; success of students served through SpEd; increase in student achievement.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Use data to identify needed changes in instruction, and monitor and evaluate policies and practices to ensure fairness and inclusion, and a focus on high levels of achievement for all students. **Person(s) Responsible:** SpEd Department and Instructional Leaders **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Classroom binders Common assessments Accommodations and modification in the classroom	[ ]	[ ]		Proof of progress and skill building determined by pre assessments and post assessments	Reducing the achievement gap that currently exists	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
5th Grade Transition Night for SpEd students. More intimate setting offered to incoming 6th grade students who receive SpEd services and their parents. Parent Education And a Collaborative Environment (P.E.A.C.E.): Parent workshop offered by SpEd department to inform parents of SpEd services and processes afforded to their child at RCMS. Purpose is to alleviate stress and anxiety of students and parents as SpEd students transition to middle school. Panel discussion to answer variety of questions parents might have related to services and procedures. Annual event. Invitation includes elementary SpEd faculty/staff, principals, and central office staff. **Person(s) Responsible:** SpEd Department and Instructional Leaders **Completion Date:** March, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Publication resources; minimum monetary funding; Technology.	[ ]	[ ]		Participant sign in log; hardcopies of handouts and presentation materials.	Increased collaboration between all stakeholders; informal/formal feedback; reduction in student/parent anxiety during transition.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop and support leaders who have a clear vision and commitment to student academic achievement and support. Include everyone — teachers, parents, and students — in setting and carrying out the mission. **Person(s) Responsible:** SpEd Department and Instructional Leaders **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Non-core teachers , parents, support staff	[ ]	[ ]		Meeting minutes with non-core teachers such as PE coaches about the academic needs of students and developing activities that support core subjects meeting with Speech and Psychologist to share what they do and how we can integrate strategies into the classroom	Increased collaboration between all stakeholders; informal/formal feedback; Students generalization core concepts into non core areas.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaboration with Fine Arts Department to build cross-curricular activities which enhance and support all subjects. **Person(s) Responsible:** Core Subjects; SpEd Department; and Fine Arts Departments **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum documents; art supplies; music; manuscripts; teacher made written and performance based quizzes and tests	[ ]	[ ]		Student work samples; lesson plans; walk throughs and observations; informal/formal feedback.	Student work samples; daily activities; 3-week progress reports; student grades for each six weeks; compilation of 6-week tests and benchmark test results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Regularly monitor student grades to keep students eligible to participate in extra-curricular events. **Person(s) Responsible:** Fine Arts Departments **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Gradespeed	[ ]	[ ]		Number of students eligible for participation; 95% of all students participating remain eligible	Percentage of eligibility is 95% or greater; Superior ratings at festivals, contests, and UIL or similar sanctioned events	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Crownover Middle School

WIG 7

Align CTE curriculum with core classes according to scopes and sequences and expose all students to advanced opportunities in Career & Technical Education.

Objective:
Implement core cross curricular lessons; assist in increasing student achievement for all RCMS students on the 8th Grade Technology Test to surpass the Texas passing rate of 70%, and exposure to Career & Technical Education on the middle school, high school and college level.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement cross curricular lessons that will target all core subjects. Math/Science will be integrated with graphs, charts, measurements, prediction and estimation. ELA/Reading/History will be integrated with keying, reading and historical aspects of technology. **Person(s) Responsible:** RCMS CTE Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Obtain copies of core classes' scopes and sequences, CTE curriculum combined with Microsoft Office Suite, DEPCO software, manipulatives, and lab equipment.	[ ]	[ ]		Instructional strategies and lesson plans will reflect core subject applications in Eduphoria.	Lesson plans, informal and formal assessments.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
RCMS CTE Department will continue a web page with technology test activities and technology facts and trivia for the TV announcements for the 8th Grade Technology Test. **Person(s) Responsible:** RCMS CTE Department **Completion Date:** May 4, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	RCMS Website, Schoolwires, and RCMS TV Announcements	[ ]	[ ]		RCMS CTE Department will make initial assessments to be compiled and maintained by a designated CTE teacher.	Analysis of informal and formal assessments on the 8th Grade Technology Test.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
CTE Department will expose all students to beginning, intermediate, and advanced Career & Technical Education options with the annual RCMS CTE Month and College & Career Week hosted by the RCMS Counselors. **Person(s) Responsible:** RCMS CTE Department **Completion Date:** February 29, 2012 (CTE Month) **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Purchased materials and promotional items; activities and prizes provided by the CTE Department, DISD Technology Department and Denton & Corinth business communities (CTE Month). The Internet will be the resources for College & Career Week.	[ ]	[ ]		RCMS CTE Month is an annual event at RCMS and it's held the entire month of February. RCMS CTE teachers will post work on department and individual RCMS CTE teacher's class websites.	Informal and formal feedback from students on CTE Department blog. Increase student registration in CTE courses.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
CTE Department will expose students to advanced Career & Technical Education options with field trips to enhance awareness of CTE. **Person(s) Responsible:** RCMS CTE Department **Completion Date:** May 18, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Teacher created CTE website activities that pertain to the field trip.	[ ]	[ ]		The students will participate in the field trip activities.	Students will submit informal and formal feedback on CTE Department blog. Increase in student registration in CTE courses.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
CTE Department will expose all fall CTE students to advanced Career Technology Education options with the annual field trip to the Advanced Technology Complex for a comprehensive tour and explanation of how to enroll in the various programs offered at the ATC. **Person(s) Responsible:** CTE Department with collaboration from ATC faculty/staff. **Completion Date:** October 27, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Teacher created CTE website activities.	[ ]	[ ]		The Advanced Technology Complex field trip is an annual trip for RCMS CTE students and takes place each fall semester.	Informal and formal feedback from students on CTE Department blog. Increase student registration in CTE courses.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Crownover Middle School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Kim Malone
2) Classroom Teacher	Amy Anderson
3) Classroom Teacher	Pat Dedijer
4) Classroom Teacher	Travis Drake
5) Classroom Teacher	Lisa Mims
6) Classroom Teacher	Marina Simmons
7) Campus-based Nonteaching Professional	Jennifer Carter
8) Campus-based Paraprofessional and Operations Staff	Nicole Bradley
9) District-level Professional	Cindy Carosone
10) Parent	
11) Parent	
12) Community Member	Andrea Perrin
13) Community Member	Fred Perrin
14) Business Representative	Jessie Gonzalez
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	September 1, 2011	3:30 p.m.	RCMS Library
2	November 10, 2011	3:30 p.m.	RCMS Library
3	January 12, 2012	3:30 p.m.	RCMS Library
4	March 8, 2012	3:30 p.m.	RCMS Library
5	April 12, 2012	3:30 p.m.	RCMS Library
6	May 10, 2012	3:30 p.m.	RCMS Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: HARPOOL MIDDLE

Campus #: 061901048

2011 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Commended on Writing

Comparable Improvement: Reading

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 6															
Reading	2011	85%	88%	92%	92%	89%	86%	95%	*	80%	*	*	79%	82%	29%
	2010	86%	89%	95%	94%	> 99%	86%	96%	*	> 99%	*	> 99%	94%	83%	55%
Mathematics	2011	83%	87%	93%	94%	93%	88%	96%	*	90%	*	*	79%	84%	43%
	2010	83%	88%	94%	95%	86%	92%	97%	*	> 99%	*	> 99%	82%	89%	82%
All Tests	2011	76%	81%	88%	90%	89%	84%	92%	*	80%	*	*	68%	80%	29%
	2010	76%	82%	89%	91%	86%	81%	94%	*	> 99%	*	> 99%	82%	75%	36%
TAKS Met 2011 Standard Grade 7															
Reading	2011	86%	90%	94%	95%	90%	91%	96%	*	> 99%	*	*	85%	84%	64%
	2010	86%	91%	96%	91%	96%	77%	94%	*	> 99%	*	*	83%	77%	33%
Mathematics	2011	81%	87%	91%	89%	90%	91%	88%	*	> 99%	*	*	85%	82%	> 99%
	2010	82%	85%	93%	89%	84%	79%	93%	*	> 99%	*	*	72%	79%	50%
Writing	2011	93%	95%	97%	98%	95%	98%	98%	*	> 99%	*	*	90%	91%	91%
	2010	94%	97%	98%	98%	> 99%	98%	98%	*	> 99%	*	*	93%	96%	92%
All Tests	2011	75%	81%	85%	86%	86%	84%	87%	*	> 99%	*	*	75%	70%	64%
	2010	75%	81%	90%	85%	81%	67%	90%	*	> 99%	*	*	55%	64%	25%
TAKS Met 2011 Standard Grade 8 First Administration Only															
Reading	2011	89%	93%	96%	94%	> 99%	85%	95%	*	> 99%	*	*	67%	85%	50%
	2010	91%	94%	97%	97%	92%	94%	98%	*	> 99%	*	> 99%	89%	89%	> 99%
Mathematics	2011	80%	83%	91%	82%	70%	79%	84%	*	> 99%	*	*	54%	65%	30%
	2010	81%	84%	93%	91%	84%	82%	96%	*	> 99%	*	94%	74%	86%	71%
Science	2011	79%	80%	90%	82%	70%	67%	86%	*	> 99%	*	*	58%	65%	10%
	2010	78%	83%	*	88%	80%	74%	91%	*	> 99%	*	> 99%	68%	65%	57%
Soc Studies	2011	95%	97%	98%	96%	97%	89%	98%	*	> 99%	*	*	87%	89%	50%
	2010	94%	97%	99%	96%	92%	90%	98%	*	> 99%	*	94%	89%	86%	71%
All Tests	2011	69%	73%	85%	73%	57%	62%	77%	*	> 99%	*	*	29%	48%	10%
	2010	69%	75%	*	83%	76%	68%	89%	*	> 99%	*	89%	58%	65%	57%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	94%	95%	94%	92%	96%	> 99%	92%	*	*	83%	89%	64%
	2010	90%	93%	96%	95%	99%	86%	96%	> 99%	n/a	n/a	n/a	91%	85%	57%
Mathematics	2011	84%	88%	93%	93%	94%	89%	94%	> 99%	96%	*	*	85%	85%	64%
	2010	84%	88%	94%	94%	88%	86%	96%	> 99%	n/a	n/a	n/a	77%	85%	70%
Writing	2011	92%	94%	97%	98%	95%	98%	98%	*	> 99%	*	*	90%	91%	91%
	2010	93%	95%	98%	98%	> 99%	98%	98%	*	n/a	n/a	n/a	93%	96%	92%
Science	2011	83%	84%	90%	82%	70%	67%	86%	*	> 99%	*	*	58%	65%	10%
	2010	82%	86%	91%	88%	85%	71%	92%	*	n/a	n/a	n/a	68%	65%	57%
Soc Studies	2011	95%	96%	98%	96%	97%	89%	98%	*	> 99%	*	*	87%	89%	50%
	2010	94%	96%	99%	96%	94%	89%	98%	*	n/a	n/a	n/a	89%	86%	71%
All Tests	2011	76%	81%	86%	86%	81%	79%	88%	> 99%	92%	*	*	63%	71%	36%
	2010	76%	81%	89%	87%	85%	72%	91%	75%	n/a	n/a	n/a	65%	67%	37%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	48%	49%	44%	34%	53%	33%	69%	*	*	19%	29%	4%
	2010	32%	38%	51%	48%	39%	37%	52%	25%	63%	*	59%	18%	24%	< 1%
Mathematics	2011	29%	32%	34%	29%	15%	23%	31%	17%	58%	*	*	13%	20%	< 1%
	2010	28%	31%	39%	33%	23%	22%	37%	13%	63%	*	41%	12%	19%	10%
Writing	2011	31%	39%	48%	59%	62%	38%	64%	*	63%	*	*	20%	34%	9%
	2010	32%	36%	52%	53%	42%	35%	59%	*	86%	*	*	7%	36%	< 1%
Science	2011	30%	33%	44%	34%	20%	22%	38%	*	63%	*	*	4%	19%	< 1%
	2010	28%	30%	44%	37%	16%	24%	44%	*	60%	*	39%	5%	24%	< 1%
Soc Studies	2011	47%	51%	57%	45%	20%	37%	50%	*	63%	*	*	22%	26%	< 1%
	2010	45%	51%	61%	54%	48%	38%	58%	*	80%	*	67%	11%	39%	< 1%
All Tests	2011	16%	19%	22%	21%	13%	15%	23%	< 1%	46%	*	*	8%	12%	< 1%
	2010	15%	17%	26%	23%	12%	15%	26%	13%	53%	*	19%	3%	9%	< 1%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	95%	88%	> 99%	60%	> 99%	*	*	*	*	88%	75%	*
	2010	85%	88%	94%	95%	*	> 99%	88%	*	*	*	*	95%	89%	*
Mathematics	2011	77%	83%	89%	88%	> 99%	71%	92%	*	*	*	*	88%	78%	*
	2010	75%	79%	86%	90%	*	> 99%	> 99%	*	*	*	*	90%	88%	> 99%
Writing	2011	80%	88%	85%	86%	*	*	*	*	*	*	*	86%	*	*
	2010	80%	87%	87%	> 99%	*	*	*	*	*	*	*	> 99%	> 99%	*
Science	2011	60%	60%	79%	60%	*	*	*	*	*	*	*	60%	*	*
	2010	58%	58%	75%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
Soc Studies	2011	68%	67%	85%	*	*	*	*	*	*	*	*	*	*	*
	2010	67%	68%	80%	83%	*	*	*	*	*	*	*	83%	*	*
All Tests	2011	66%	73%	77%	76%	80%	63%	83%	*	*	*	*	76%	60%	*
	2010	64%	69%	78%	82%	*	> 99%	89%	*	*	*	*	82%	78%	> 99%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
All Tests	2010	93%	96%	> 99%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	*
2011 TAKS Participation (Grades 3-11)															
Tested		98.6%	99.2%	99.6%	99.8%	100.0%	99.4%	99.8%	100.0%	100.0%	-	*	100.0%	99.3%	93.9%
By Test Version															
TAKS (1 or more)		91.0%	91.6%	93.3%	94.0%	92.7%	89.4%	95.3%	71.4%	100.0%	-	*	33.8%	88.8%	81.8%
Not on TAKS		7.6%	7.6%	6.3%	5.8%	7.3%	9.9%	4.5%	28.6%	0.0%	-	*	66.2%	10.5%	12.1%
TAKS(Acc) Only		2.4%	2.1%	1.9%	1.6%	1.2%	2.5%	1.3%	14.3%	0.0%	-	*	18.2%	2.0%	0.0%
TAKS-M Only		3.1%	3.4%	2.3%	2.2%	6.1%	3.7%	1.2%	14.3%	0.0%	-	*	24.7%	5.3%	9.1%
TAKS-Alt Only		0.9%	0.7%	0.7%	0.9%	0.0%	1.9%	0.8%	0.0%	0.0%	-	*	10.4%	1.3%	0.0%
Combination		1.3%	1.4%	1.2%	1.1%	0.0%	1.9%	1.2%	0.0%	0.0%	-	*	13.0%	2.0%	3.0%
By Acct Status															
Acct System		94.0%	95.7%	95.4%	96.5%	96.3%	95.7%	97.0%	85.7%	92.9%	-	*	93.5%	94.1%	84.8%
Non-Acct System		4.6%	3.5%	4.0%	3.3%	3.7%	3.7%	2.8%	14.3%	7.1%	-	*	6.5%	5.3%	9.1%
Mobile		4.6%	3.5%	4.0%	3.3%	3.7%	3.7%	2.8%	14.3%	7.1%	-	*	6.5%	5.3%	9.1%
Non-Acct Test		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%
Not Tested		1.4%	0.8%	0.4%	0.2%	0.0%	0.6%	0.2%	0.0%	0.0%	-	*	0.0%	0.7%	6.1%
Absent		0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt		0.9%	0.5%	0.1%	0.2%	0.0%	0.6%	0.2%	0.0%	0.0%	-	*	0.0%	0.7%	6.1%
Other		0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%
Total Count		3,231,780	15,537	774	878	82	161	597	7	28	0	3	77	152	33
2010 TAKS Participation (Grades 3-11)															
Tested		98.6%	99.1%	99.5%	99.5%	100.0%	99.4%	99.4%	100.0%	100.0%	*	100.0%	100.0%	100.0%	90.9%
By Test Version															
TAKS (1 or more)		90.8%	91.4%	94.1%	94.0%	90.1%	90.1%	95.5%	87.5%	100.0%	*	96.6%	34.8%	87.6%	75.8%
Not on TAKS		7.8%	7.7%	5.4%	5.5%	9.9%	9.3%	4.0%	12.5%	0.0%	*	3.4%	65.2%	12.4%	15.2%
TAKS(Acc) Only		2.3%	1.8%	1.6%	2.1%	2.8%	3.1%	1.7%	12.5%	0.0%	*	0.0%	24.6%	3.6%	0.0%
TAKS-M Only		3.3%	3.8%	1.9%	2.7%	5.6%	4.3%	1.9%	0.0%	0.0%	*	3.4%	31.9%	6.6%	12.1%
TAKS-Alt Only		0.8%	0.7%	0.6%	0.4%	1.4%	1.2%	0.0%	0.0%	0.0%	*	0.0%	4.3%	1.5%	0.0%
Combination		1.3%	1.3%	1.2%	0.4%	0.0%	0.6%	0.4%	0.0%	0.0%	*	0.0%	4.3%	0.7%	3.0%
By Acct Status															
Acct System		90.0%	91.0%	93.8%	93.3%	84.5%	91.9%	95.1%	100.0%	90.5%	*	89.7%	62.3%	88.3%	78.8%
Non-Acct System		8.6%	8.1%	5.7%	6.2%	15.5%	7.5%	4.3%	0.0%	9.5%	*	10.3%	37.7%	11.7%	12.1%
Mobile		4.4%	3.6%	3.3%	3.2%	8.5%	1.9%	2.5%	0.0%	9.5%	*	6.9%	1.4%	3.6%	0.0%
Non-Acct Test		4.2%	4.5%	2.4%	3.0%	7.0%	5.6%	1.9%	0.0%	0.0%	*	3.4%	36.2%	8.0%	12.1%
Not Tested		1.4%	0.9%	0.6%	0.5%	0.0%	0.6%	0.6%	0.0%	0.0%	*	0.0%	0.0%	0.0%	9.1%
Absent		0.1%	0.1%	0.0%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
LEP Exempt		0.9%	0.6%	0.4%	0.4%	0.0%	0.6%	0.4%	0.0%	0.0%	*	0.0%	0.0%	0.0%	9.1%
Other		0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Total Count		3,175,337	14,816	878	821	71	161	530	8	21	1	29	69	137	33

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	61%	61%	*	57%	64%	*	*	*	*	55%	57%	43%
	2010	50%	53%	67%	42%	*	38%	38%	*	*	*	*	64%	15%	14%
Mathematics	2011	42%	43%	46%	45%	40%	43%	43%	*	*	*	*	55%	36%	25%
	2010	45%	52%	57%	59%	73%	42%	63%	*	*	*	*	68%	50%	27%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	74	83	*	85	99	*	*	*	*	64	67	62
	2010	86	90	94	62	*	54	63	*	*	*	*	90	46	30
Mathematics	2011	64	66	62	58	57	54	54	*	*	*	*	64	57	34
	2010	70	77	70	72	86	64	71	*	*	*	*	44	74	66
Student Success Initiative															
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2011	11%	7%	4%	7%	< 1%	15%	6%	*	< 1%	*	*	33%	15%	50%
	2010	10%	7%	4%	3%	8%	6%	3%	*	< 1%	*	< 1%	11%	11%	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	94%	97%	98%	98%	> 99%	98%	98%	*	> 99%	*	*	88%	98%	90%
	2010	95%	96%	98%	99%	> 99%	98%	99%	*	> 99%	*	> 99%	> 99%	97%	> 99%
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
	2011	20%	17%	9%	18%	30%	21%	17%	*	< 1%	*	*	46%	35%	70%
	2010	20%	16%	7%	9%	16%	18%	4%	*	< 1%	*	6%	26%	14%	29%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	88%	92%	96%	95%	97%	87%	97%	*	> 99%	*	*	92%	87%	40%
	2010	88%	92%	97%	96%	88%	90%	98%	*	> 99%	*	> 99%	79%	89%	86%
English Language Learners Progress Indicator															
2010-11		80%	86%	91%	86%	*	84%	*	*	*	*	*	60%	82%	83%
2009-10		79%	85%	90%	86%	*	88%	*	*	*	*	*	> 99%	86%	84%
Attendance Rate @															
2009-10		95.5%	95.9%	96.2%	96.1%	97.0%	96.2%	95.8%	94.1%	98.1%	*	96.0%	95.0%	96.0%	96.9%
2008-09		95.6%	95.9%	96.6%	96.3%	96.9%	96.8%	96.0%	96.2%	n/a	n/a	n/a	95.7%	96.3%	96.7%
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)															
2009-10		0.2%	0.3%	0.0%	0.9%	0.0%	1.9%	0.8%	*	0.0%	*	0.0%	1.7%	3.0%	0.0%
2008-09		0.3%	0.2%	0.0%	0.4%	0.0%	0.0%	0.6%	0.0%	n/a	n/a	n/a	0.0%	1.3%	0.0%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		869	100.0%	29,069	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	3.0%	4.5%
	Kindergarten	0	0.0%	0.0%	8.5%	7.6%
	Grade 1	0	0.0%	0.0%	8.5%	7.9%
	Grade 2	0	0.0%	0.0%	8.8%	7.7%
	Grade 3	0	0.0%	0.0%	8.5%	7.6%
	Grade 4	0	0.0%	0.0%	7.9%	7.6%
	Grade 5	0	0.0%	3.0%	7.9%	7.6%
	Grade 6	307	35.3%	25.9%	7.2%	7.4%
	Grade 7	281	32.3%	35.7%	7.1%	7.3%
	Grade 8	281	32.3%	34.5%	7.1%	7.2%
	Grade 9	0	0.0%	0.9%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	75	8.6%	5.7%	11.6%	12.9%
	Hispanic	157	18.1%	19.1%	30.8%	50.3%
	White	590	67.9%	67.8%	52.9%	31.2%
	Native American	7	0.8%	0.8%	0.9%	0.5%
	Asian	25	2.9%	4.2%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.1%	0.1%	0.1%
	Two or More Races	15	1.7%	2.2%	1.2%	1.6%
Economically Disadvantaged		144	16.6%	25.4%	41.5%	59.2%
Limited English Proficient (LEP)		31	3.6%	2.7%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		2	0.2%	1.6%	1.3%	1.9%
At-Risk		186	21.4%	23.7%	35.1%	46.3%
Mobility (2009-10)		89	10.2%	9.4%	17.1%	18.2%
Number of Students per Teacher		14.7	n/a	15.0	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates				Special Education Rates			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	2.1%	2.3%	-	-	14.3%	10.7%
Grade 1	-	-	1.5%	4.7%	-	-	8.5%	8.9%
Grade 2	-	-	0.8%	2.8%	-	-	3.8%	4.1%
Grade 3	-	-	1.1%	2.0%	-	-	1.4%	1.8%
Grade 4	-	-	0.1%	1.1%	-	-	0.4%	0.9%
Grade 5	-	0.4%	0.4%	1.3%	-	2.3%	2.0%	1.3%
Grade 6	0.0%	0.2%	0.1%	0.7%	5.3%	0.7%	3.7%	1.2%
Grade 7	0.4%	0.4%	0.2%	1.0%	3.3%	0.5%	1.4%	1.4%
Grade 8	0.0%	0.4%	0.1%	1.2%	0.0%	1.4%	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.8	19.0
	Grade 1	-	-	18.9	18.9
	Grade 2	-	-	18.8	18.8
	Grade 3	-	-	19.1	18.8
	Grade 4	-	-	20.3	19.0
	Grade 5	-	21.2	21.9	21.4
	Grade 6	26.9	22.2	20.9	20.7
	Mixed Grades	-	-	19.2	23.9
Secondary:	English/Language Arts	22.6	20.7	20.4	17.3
	Foreign Languages	26.0	22.6	18.8	19.0
	Mathematics	22.2	20.2	19.4	17.9
	Science	27.9	20.8	22.9	19.0
	Social Studies	27.8	21.9	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	77.9	100.0%	100.0%	100.0%	100.0%
Professional Staff:	72.0	92.4%	90.1%	72.3%	63.4%
Teachers	58.9	75.6%	77.8%	56.2%	50.5%
Professional Support	10.0	12.9%	8.2%	12.8%	9.0%
Campus Admin. (School Leader.)	3.0	3.9%	4.2%	2.7%	2.8%
Educational Aides:	5.9	7.6%	9.9%	7.9%	9.5%
Total Minority Staff:	11.0	14.1%	10.4%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	3.0	5.1%	3.3%	6.5%	9.3%
Hispanic	3.0	5.1%	5.1%	11.7%	23.7%
White	47.9	81.3%	88.8%	78.4%	63.9%
American Indian	0.0	0.0%	0.6%	0.8%	0.4%
Asian	0.0	0.0%	0.5%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	5.0	8.5%	1.6%	2.1%	1.3%
Males	17.5	29.7%	24.4%	24.0%	23.2%
Females	41.4	70.3%	75.6%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	5.5%	4.8%	6.0%
1-5 Years Experience	23.5	39.9%	29.6%	31.8%	30.0%
6-10 Years Experience	13.6	23.2%	22.1%	22.7%	21.1%
11-20 Years Experience	19.8	33.6%	26.0%	25.5%	25.0%
0ver 20 Years Experience	2.0	3.4%	16.9%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	8.7 yrs.	11.4 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	4.3 yrs.	6.9 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	-	$41,677	$45,521	$41,272
1-5 Years Experience	$47,537	$44,845	$47,448	$44,013
6-10 Years Experience	$47,887	$47,175	$48,287	$46,604
11-20 Years Experience	$51,560	$50,776	$51,852	$50,476
Over 20 Years Experience	$63,115	$59,897	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$49,497	$49,269	$51,120	$48,638
Professional Support	$55,759	$52,840	$55,177	$57,045
Campus Administration (School Leadership)	$72,743	$72,358	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	1.3	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$5,424,463	100.0%	$6,583	$5,780,337	100.0%	$7,015	$173,701,729	100.0%	$6,115
Instruction (11,95)	$3,625,414	66.8%	$4,400	$3,720,304	64.4%	$4,515	$125,096,931	72.0%	$4,404
Instructional-Related Services (12,13)	$182,123	3.4%	$221	$191,793	3.3%	$233	$5,602,455	3.2%	$197
Instructional Leadership (21)	$64,765	1.2%	$79	$64,765	1.1%	$79	$1,903,587	1.1%	$67
School Leadership (23)	$398,685	7.3%	$484	$400,560	6.9%	$486	$12,579,292	7.2%	$443
Support Services-Student (31,32,33)	$406,707	7.5%	$494	$406,707	7.0%	$494	$9,344,130	5.4%	$329
Other Campus Costs (35,36,51,52,53)	$746,769	13.8%	$906	$996,208	17.2%	$1,209	$19,175,334	11.0%	$675
By Program:									
Total Operating Expenditures	$4,677,694	100.0%	$5,677	$4,718,736	100.0%	$5,727	$153,503,647	100.0%	$5,404
Bilingual/ESL Education (25)	$88,047	1.9%	$107	$88,047	1.9%	$107	$971,082	0.6%	$34
Career & Technical Education (22)	$0	0.0%	$0	$347	0.0%	$0	$1,220,760	0.8%	$43
Accelerated Education (24,30)	$57,606	1.2%	$70	$57,606	1.2%	$70	$4,897,392	3.2%	$172
Gifted & Talented Education (21)	$163,987	3.5%	$199	$163,987	3.5%	$199	$3,855,292	2.5%	$136
Regular Education (11)	$3,495,796	74.7%	$4,242	$3,495,796	74.1%	$4,242	$117,654,855	76.6%	$4,142
Special Education (23)	$872,258	18.6%	$1,059	$912,953	19.3%	$1,108	$23,893,589	15.6%	$841
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$905,190	0.6%	$32
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$105,487	0.1%	$4

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	31	3.6%	2.5%	14.3%	16.2%
Career & Technical Education	0	0.0%	12.2%	16.7%	21.0%
Gifted & Talented Education	134	15.4%	12.0%	8.7%	7.7%
Special Education	74	8.5%	8.9%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.4	0.7%	0.9%	7.1%	5.5%
Career & Technical Education	0.0	0.0%	2.2%	3.6%	4.0%
Compensatory Education	0.0	0.0%	1.6%	5.0%	2.9%
Gifted & Talented Education	1.8	3.1%	4.7%	1.7%	1.9%
Regular Education	52.8	89.6%	72.0%	68.0%	73.4%
Special Education	3.9	6.6%	10.8%	12.0%	9.1%
Other	0.0	0.0%	8.0%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Hispanic	% Econ	% Mobility	% Afr_Amer	% LEP
043903041		CELINA MIDDLE	CELINA ISD	69.8	20.6	28.4	7.3	3.7	1.5
043904041		FARMERSVILLE JUNIOR HIGH	FARMERSVILLE ISD	66.4	22.4	46.7	10.4	7.0	2.4
043905044		PIONEER HERITAGE MIDDLE	FRISCO ISD	64.7	11.5	4.6	8.1	9.0	1.1
043905051		HUNT MIDDLE	FRISCO ISD	65.1	14.5	15.0	9.2 **	11.0	3.0
043907043		DOWELL MIDDLE	MCKINNEY ISD	68.3	19.5	18.0	7.6	6.3	5.7
043912041		LORENE ROGERS MIDDLE	PROSPER ISD	70.4	15.2	13.8	10.1	8.1	4.2
046902046		MT VALLEY MIDDLE	COMAL ISD	68.1	20.7	47.2	14.6	1.7	1.4
061901041		CROWNOVER MIDDLE	DENTON ISD	69.2	17.7	20.9	7.2	7.9	4.7
061901048	>	HARPOOL MIDDLE	DENTON ISD	67.9	18.1	16.6	10.2	8.6	3.6
061902045		LAMAR MIDDLE	LEWISVILLE ISD	66.7	14.1	11.7	8.6	6.1	3.4
061908041		SANGER MIDDLE	SANGER ISD	67.1	28.1	42.4	11.7	1.9	2.6
061911044		CHISHOLM TRAIL MIDDLE	NORTHWEST ISD	70.0	21.8	30.0	13.7	5.3	3.1
070908044		WALNUT GROVE MIDDLE SCHO	MIDLOTHIAN ISD	67.5	22.0	20.5	8.2	6.6	0.6
072903041		HENDERSON JUNIOR HIGH	STEPHENVILLE	70.0	24.0	46.7	10.8	1.7	1.9
075902041		LA GRANGE MIDDLE	LA GRANGE ISD	65.8	23.4	46.1	8.5	6.9	3.3
081905041		WORTHAM MIDDLE	WORTHAM ISD	68.5	18.0	48.6	15.6	12.6	6.3
084910044		SPACE CENTER INT	CLEAR CREEK ISD	64.7	13.4	20.4	10.8	6.5	3.5
084910046		CREEKSIDE INT	CLEAR CREEK ISD	65.5	17.2	20.4	9.7	9.7	1.2
084910048		VICTORY LAKES INT	CLEAR CREEK ISD	69.7	14.4	18.6	10.7	8.5	1.1
101907049		HAMILTON MIDDLE SCHOOL	CYPRESS-FAIRBANKS ISD	67.5	18.9	14.3	6.7	4.6	1.0
101908042		DEER PARK J H	DEER PARK ISD	68.5	26.7	22.8	7.4	0.7	1.2
101913042		KINGWOOD MIDDLE	HUMBLE ISD	66.5	22.6	26.0	9.0	5.7	1.4
101920042		MEMORIAL MIDDLE	SPRING BRANCH ISD	69.7	8.2	5.0	5.2	1.2	4.7
123905041		CENTRAL MIDDLE	NEDERLAND ISD	69.4	10.9	48.8	13.4	7.2	3.3
129902041		WARREN MIDDLE	FORNEY ISD	68.3	20.1	23.1	6.8	7.6	2.0
161922041		ROBINSON J H	ROBINSON ISD	68.1	24.4	31.3	7.4	2.7	0.6
170902046		KNOX J H	CONROE ISD	65.2	20.3	17.2	10.9	6.2	3.0
170906041		MAGNOLIA J H	MAGNOLIA ISD	69.9	24.6	46.6	11.0	2.5	6.4
184903041		HALL MS	WEATHERFORD ISD	70.9	22.1	43.6	12.8	2.6	2.8
188901049		LORENZO DE ZAVALA MIDDLE	AMARILLO ISD	65.6	20.7	23.7	8.6	4.5	0.7
199902042		RUTH CHERRY INT	ROYSE CITY ISD	65.4	25.9	41.5	12.1	2.9	4.3
212906041		WHITEHOUSE JUNIOR HIGH	WHITEHOUSE ISD	70.7	11.2	34.0	9.6	11.9	1.6
213901041		GLEN ROSE J H	GLEN ROSE ISD	69.5	24.9	44.1	6.5	0.5	6.1
220901051		BOLES J H	ARLINGTON ISD	66.5	15.6	23.3	7.3	10.7	2.7
220902047		NORTH RIDGE MIDDLE	BIRDVILLE ISD	67.6	18.8	28.4	7.8	6.0	1.7
220916044		BEDFORD J H	HURST-EULESS-BEDFORD ISD	68.6	17.7	28.6	12.2	6.4	3.4
241902041		EAST BERNARD J H	EAST BERNARD ISD	69.0	27.3	31.3	5.4	3.0	5.3
246904040		DOUGLAS BENOLD MIDDLE	GEORGETOWN ISD	68.0	24.9	31.8	11.5	4.4	2.2
246912042		THRALL MIDDLE	THRALL ISD	68.3	25.0	32.3	9.5	3.7	2.4
246913046		KNOX WILEY MIDDLE	LEANDER ISD	65.6	24.9	22.6	9.3	4.3	2.1
246913047		FOUR POINTS MIDDLE	LEANDER ISD	68.2	17.9	15.7	10.9 **	5.3	3.1
		Group Average		67.8	19.1	25.4	9.4	5.7	2.7

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Campus Name	Reading (1) Number Matched Students	Reading (2) 2010 Avg Scale Score	Reading (3) 2011 Avg Scale Score	Reading (4) 2010 Failer Avg VSG	Reading (5) 2011 Avg VSG	Reading (6) 2011 Quar-tile	Mathematics (1) Number Matched Students	Mathematics (2) 2010 Avg Scale Score	Mathematics (3) 2011 Avg Scale Score	Mathematics (4) 2010 Failer Avg VSG	Mathematics (5) 2011 Avg VSG	Mathematics (6) 2011 Quar-tile
	CELINA MIDDLE	392	770	803	61	33	Q4	390	759	789	65	30	Q1
	FARMERSVILLE JUNIOR	303	747	787	103	39	Q3	298	728	753	63	25	Q2
	PIONEER HERITAGE MID	550	790	831	90	41	Q2	546	793	820	75	26	Q2
	HUNT MIDDLE	501	792	832	109	40	Q3	503	785	812	72	28	Q2
	DOWELL MIDDLE	1046	788	829	76	41	Q2	1048	781	802	65	21	Q3
	LORENE ROGERS MIDDLE	602	723	769	123	47	Q1	605	725	770	53	45	Q1
	MT VALLEY MIDDLE	549	747	785	69	39	Q3	546	723	745	61	22	Q2
	CROWNOVER MIDDLE	840	779	817	66	38	Q3	837	750	774	68	24	Q2
>	HARPOOL MIDDLE	770	764	809	83	44	Q1	766	757	766	58	9	Q4
	LAMAR MIDDLE	727	788	837	96	49	Q1	726	781	816	63	34	Q1
	SANGER MIDDLE	357	758	799	73	41	Q2	358	744	766	35	21	Q3
	CHISHOLM TRAIL MIDDL	891	745	782	74	36	Q4	901	734	753	63	19	Q3
	WALNUT GROVE MIDDLE	833	769	807	84	38	Q3	839	760	789	58	29	Q1
	HENDERSON JUNIOR HIG	419	763	803	38	39	Q3	421	734	765	65	31	Q1
	LA GRANGE MIDDLE	237	756	796	69	40	Q3	238	746	771	45	25	Q2
	WORTHAM MIDDLE	94	720	763	68	44	Q1	92	716	746	82	30	Q1
	SPACE CENTER INT	1027	789	835	89	46	Q1	1018	788	814	82	25	Q2
	CREEKSIDE INT	746	770	806	77	36	Q4	740	746	775	79	29	Q1
	VICTORY LAKES INT	739	772	812	74	40	Q3	744	771	788	56	17	Q4
	HAMILTON MIDDLE SCHO	1462	790	830	87	41	Q2	1466	789	808	94	19	Q3
	DEER PARK J H	747	763	806	98	43	Q1	727	760	778	43	18	Q4
	KINGWOOD MIDDLE	891	765	802	93	37	Q3	890	751	778	77	27	Q2
	MEMORIAL MIDDLE	1075	802	844	101	42	Q2	1080	805	825	100	21	Q3
	CENTRAL MIDDLE	686	732	766	67	34	Q4	684	715	720	44	4	Q4
	WARREN MIDDLE	649	787	810	48	24	Q4	647	761	780	52	19	Q3
	ROBINSON J H	461	748	789	68	41	Q2	460	728	740	47	13	Q4
	KNOX J H	969	796	837	85	41	Q2	958	778	806	69	28	Q2
	MAGNOLIA J H	773	748	790	74	41	Q2	772	735	744	44	8	Q4
	HALL MS	491	780	815	64	36	Q4	488	761	766	43	6	Q4
	LORENZO DE ZAVALA MI	346	772	816	82	44	Q1	348	754	790	68	36	Q1
	RUTH CHERRY INT	309	693	728	64	34	Q4	311	686	706	59	20	Q3
	WHITEHOUSE JUNIOR HI	680	768	808	72	41	Q2	680	758	779	67	21	Q3
	GLEN ROSE J H	324	747	785	75	37	Q3	327	757	772	52	15	Q4
	BOLES J H	711	782	828	83	46	Q1	706	755	781	61	26	Q2
	NORTH RIDGE MIDDLE	729	768	797	65	29	Q4	728	743	747	51	4	Q4
	BEDFORD J H	447	799	839	90	40	Q3	447	779	795	53	17	Q4
	EAST BERNARD J H	282	731	775	72	44	Q1	281	733	756	51	22	Q2
	DOUGLAS BENOLD MIDDL	777	766	809	55	43	Q1	769	769	791	55	21	Q3
	THRALL MIDDLE	138	757	794	25	37	Q3	137	745	753	16	8	Q4
	KNOX WILEY MIDDLE	1094	763	809	60	46	Q1	1094	743	780	64	37	Q1
	FOUR POINTS MIDDLE	464	791	840	81	49	Q1	462	791	823	79	32	Q1
	Group Average	618	770	810	75	40	--	617	759	782	60	23	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Harpool Middle School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Harpool Middle School's Mission Statement

After Two year as a school we now have a group of teachers working to create a Mission statement for our campus that will expan on our goal to "Make it right for the Students!"

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Harpool Middle School Campus Improvement Plan
Middle School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
6	All	263	94	48	299	92	48		
6	AA	20	95	25	28	89	43		
6	Hispanic	50	86	38	49	88	29		
6	White	182	95	54	207	95	52		
6	Eco. Dis.	33	79	15	43	84	37		
6	SPED	9	89	22	15	73	27		
6	LEP C	10	50	0	7	43	14		
6	LEP M1								
6	LEP M2								
7	All	267	91	38	271	95	46		
7	AA	23	96	30	19	89	42		
7	Hispanic	40	73	25	57	91	26		
7	White	195	94	42	184	96	51		
7	Eco. Dis.	53	77	21	44	84	16		
7	SPED	21	81	5	14	79	29		
7	LEP C	11	27	0	12	67	0		
7	LEP M1								
7	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	258	99	60	275	98	57		
8	AA	37	100	65	30	100	47		
8	Hispanic	43	98	49	45	98	53		
8	White	168	99	61	189	98	59		
8	Eco. Dis.	38	97	37	53	98	34		
8	SPED	13	100	23	20	85	15		
8	LEP C	5	100	0	9	89	0		
8	LEP M1								
8	LEP M2								

Harpool Middle School Campus Improvement Plan
Middle School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
7	All	262	98	54	271	98	59		
7	AA	24	100	46	19	100	68		
7	Hispanic	39	97	33	55	98	40		
7	White	190	98	58	186	98	64		
7	Eco. Dis.	51	96	39	42	93	36		
7	SPED	18	89	11	12	92	33		
7	LEP C	10	90	0	11	91	9		
7	LEP M1								
7	LEP M2								

Harpool Middle School Campus Improvement Plan
Middle School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
6	All	263	95	47	294	95	46		
6	AA	20	90	45	28	93	32		
6	Hispanic	50	90	32	48	90	38		
6	White	182	97	51	203	97	48		
6	Eco. Dis.	33	85	30	43	86	40		
6	SPED	9	78	22	10	70	40		
6	LEP C	10	80	10	7	57	0		
6	LEP M1								
6	LEP M2								
7	All	266	88	23	270	89	24		
7	AA	23	87	17	19	89	11		
7	Hispanic	39	77	15	56	89	14		
7	White	195	91	24	184	88	27		
7	Eco. Dis.	54	78	13	43	79	14		
7	SPED	20	65	0	13	77	15		
7	LEP C	10	40	0	11	91	0		
7	LEP M1								
7	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	258	96	31	274	95	19		
8	AA	37	92	24	30	97	3		
8	Hispanic	43	88	16	45	87	20		
8	White	168	98	35	188	97	20		
8	Eco. Dis.	38	89	18	53	87	11		
8	SPED	13	69	8	19	89	5		
8	LEP C	5	80	0	9	33	0		
8	LEP M1								
8	LEP M2								

Harpool Middle School Campus Improvement Plan
Middle School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	255	87	38	269	82	34		
8	AA	36	86	28	28	71	25		
8	Hispanic	43	70	26	44	68	23		
8	White	166	92	44	179	87	39		
8	Eco. Dis.	38	66	24	52	63	19		
8	SPED	12	50	0	20	55	5		
8	LEP C	5	40	0	9	11	0		
8	LEP M1								
8	LEP M2								

Harpool Middle School Campus Improvement Plan
Middle School-Level Performance Data

Social Studies

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	253	96	55	266	96	45		
8	AA	36	94	53	28	96	25		
8	Hispanic	43	88	42	44	89	39		
8	White	164	98	59	176	98	49		
8	Eco. Dis.	37	86	38	52	88	27		
8	SPED	12	92	8	19	84	26		
8	LEP C	5	60	0	9	44	0		
8	LEP M1								
8	LEP M2								

Harpool Middle School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Harpool Middle School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- Enrollment Data

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Staff knows how to look at Demographic data

Needs

- Better understanding of low SES students

Summary of Needs

- Better ideas of how to reach low SES students.

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- TAKS reports

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Social Studies remain constant and high
- Writing scores remain constant and high
- good reading scores overall in both met standard and commended

Needs

- Identify which objectives that 7th grade is decreasing
- decresasing math and commended rate
- Plan to address science testing scores
- Identify and correct why reading sped and lep scores decreasing maybe more sped kids taking regular taks and not taks A or Taks M

Summary of Needs

- Increase Science Scores
- Identify reasons for decreasing math scores and correct it.
- foucus on increasing sped and lep reading scores in all grade levels

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Team Ticket counts
- Teacher focus group
- Student Interviews
- Discipline Long

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Staff and Administration
- Parent Support
- Community support
- Coachs do an excellent job supporting acdemics
- Majority of students are self-motivated
- Resources
- Visible SRO that is actively involved on campus

Needs

- Grade level consistency of discipline consequences
- Grade level consistency of student expectations

Summary of Needs

- Improve the consisttency of student behavior expectations from one grade to the next
- Evaluate discipline for consistency of consequences

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- First round taks scores
- AESOP teacher Absences history
- Pride requirements

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Low teacher turnover

Needs

- Consistency of cross team high needs students

Summary of Needs

- Improved teacher attendance
- Increased use of high achieving teachers to work with students who struggle.

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- Scope and Sequence
- Horizontal teaming
- Technology
- 5E instructionsl delivery process
- 8th grade bonus rounds
- vertical teaming
- Algebra comprehensive exam

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Team meeting time
- PLC helps with vertical alignment
- Technology
- Bonus Rounds

Needs

- coachs who can not meet
- follow up plc training
- 5E training follow up

Summary of Needs

- Follow up on introduced programs and technology
- Verticle alignment between elem, middle and high schools

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- Harpool Volunteer log
- Watch Dogs Log
- DISD student assistance resource book
- Lantana foundation information
- Student of the Month

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Family resources available
- Parent/community volunteering
- Involving fathers

Needs

- Campus level seminars
- Better communications to help families know what is available
- Student/educational focused volunteers
- More community business involvement
- specific agenda for dads in watch dogs

Summary of Needs

- Better communication of what is available to families and what we need from them to help us with the students

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- Program and support services
- Decision making process
- Communicaitons

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- programs to support students Read 180 Math Accell 8th grade mop up Classworks
- School perctption of positive
- community invlovement
- business/parent donations
- vouunteers

Needs

- Teacher increassed voice in decesion making

Summary of Needs

- Better understanding of impact of staff on decesions

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- Technology infrastaructure
- Hardware and software inventories
- Teacher Development data
- Technology support structure

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Easy access
- Standar technology in each room
- Knowledgable support staff

Needs

- Training for staff
- Time for staff to become more comfortable with available technology
- Student computers in science rooms

Summary of Needs

- Staff needs more training to better understand what we have and how to use it
- Time to help staff get to know the technology better
- Computers in Science classrooms for students

Comprehensive Needs Assessment Summary of Priority Needs

Demographics:
Better ideas of how to reach low SES students.

School Culture and Climate:
Improve the consisttency of student behavior expectations from one grade to the next
Evaluate discipline for consistency of consequences

Curriculum, Instruction and Assessment:
Follow up on introduced programs and technology
Verticle alignment between elem, middle and high schools

School Content and Organization:
Better understanding of impact of staff on decesions

Student Achievement:
Increase Science Scores
Identify reasons for decreasing math scores and correct it.
foucus on increasing sped and lep reading scores in all grade levels

Teacher Quality:
Improved teacher attendance
Increased use of high achieving teachers to work with students who struggle.

Family and Community Involvement:
Better communication of what is available to families and what we need from them to help us with the students

Technology:
Staff needs more training to better understand what we have and how to use it
Time to help staff get to know the technology better
Computers in Science classrooms for students

Board Summary
Campus Improvement Plans
2011-12

Harpool Middle School

Wildy Important Goals for 2011-12
WIG 1: Improve student performance using PLC4Real by teaching students how to identfy the lesson objective and how it applies to their life. Improve the use of accepted lesson cycle instructions to the point that 70% of students asked will be able to identfy the lesson objective and put it in their own words.
WIG 2: Make the transition from Elementary to Middle School less stressful for students so they can find success quickly. Continue the WEB program as it will only get better the more we do it. Teacher parent and student comments about how hard the transition to middle school can be led us to the WEB. WEB stands for where everyone belongs and is a great program to help the students adjust.
WIG 3: Continue to provide quality support for students who struggle in Math. Reduce the number of students needing accelerated instruction by 10 %.
WIG 4: Reduce staff absences by 10%

Campus Improvement Plan
Harpool Middle School

WIG 1

Improve student performance using PLC4Real by teaching students how to identfy the lesson objective and how it applies to their life. Improve the use of accepted lesson cycle instructions to the point that 70% of students asked will be able to identfy the lesson objective and put it in their own words.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Plan which lesson cycle methods will be emphasised. **Person(s) Responsible:** PLC4Real teams **Completion Date:** September 15 to October 15 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Five Es methods Look to learn materials	[ ]	[ ]		Look to learn walks focused on objective	Can students restate lesson objectives	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Do initial walks to gather infor on students understanding of objectives. **Person(s) Responsible:** PLC4Real team **Completion Date:** October 15th **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time for PLCs to do look to learn walks	[ ]	[ ]		Look to learn walk data		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Have staff instruction on lesson cycle and how to present objectives **Person(s) Responsible:** Administration **Completion Date:** November 1st **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Administrators	[ ]	[ ]		Agenda of staff meetings		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Look to learn walks **Person(s) Responsible:** PLC4Real team **Completion Date:** December 20th **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	TIme for walks	[ ]	[ ]		look to learn data		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Analyse look to learn walk data **Person(s) Responsible:** PLC4Real Team **Completion Date:** March 1 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Meeting time	[ ]	[ ]		Look to learn data	% of students who can restate objective	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Evaluate results, if we are at target move on to next part of lesson cycle that team finds needs to be addressed **Person(s) Responsible:** PLC4Real Team **Completion Date:** March 1 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Meeting time	[ ]	[ ]			If we do not meet target recycle to staff instruction and go another round	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Harpool Middle School

WIG 2

Make the transition from Elementary to Middle School less stressful for students so they can find success quickly. Continue the WEB program as it will only get better the more we do it.
Teacher parent and student comments about how hard the transition to middle school can be led us to the WEB. WEB stands for where everyone belongs and is a great program to help the students adjust.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Evaluate the Web program to see what areas need to be improved. **Person(s) Responsible:** Rooks, Nickerson, Vance **Completion Date:** October 1 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff Time	[ ]	[ ]		Ideas for improvements	Changes in WEB for next year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The Web teachers train web leaders **Person(s) Responsible:** Erin Rooks Jessica Nickerson **Completion Date:** April 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time for training and teacher help selecting leaders	[ ]	[ ]		Selection process	The reaction of 8th grade parents and students to the leaders	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Web leaders will conduct monthly activities for 6th grade students **Person(s) Responsible:** Erin Rooks Jessica Nickerson Principal **Completion Date:** Monthly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Small supplies for the activities listed in WEB Book	[ ]	[ ]		Selection process	What activities were done, snow cones pop corn movie day, etc	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Harpool Middle School

WIG 3

Continue to provide quality support for students who struggle in Math. Reduce the number of students needing accelerated instruction by 10 %.
.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Rearrange teaching assignments in Math department **Person(s) Responsible:** Principal, Math Department Head **Completion Date:** August 17th 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Principal time	[ ]	[ ]		New teacher assignments		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Move all accelerated math instruction on to the team so one teacher has the responsibility for all their kids. **Person(s) Responsible:** Principal **Completion Date:** August 17th 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Change in master schedule	[ ]	[ ]		New master schedule		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Peer Tutoring, Have 8th grade math teachers select students who can help 6th and 7th grade students who are struggling in math. **Person(s) Responsible:** Math teachers **Completion Date:** September 1 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Time in Advisory for peers to meet with younger students.	[ ]	[ ]		Teacher input		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Develop campus benchmark tests, where kids who do not show mastery have to to advisory tutoring until retest is passed **Person(s) Responsible:** Math Department **Completion Date:** October 15, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Benchmarks	Students pass retest	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Harpool Middle School

WIG 4

Reduce staff absences by 10%

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Have staff discussion on how important it is to be at school everyday possible **Person(s) Responsible:** Teachers Administrators **Completion Date:** Ongoing **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time	[ ]	[ ]		Staff meeting agenda	absent from duty forms	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monthly incentive for not missing a school day **Person(s) Responsible:** Administration, PTA **Completion Date:** Monthly **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Funds for incentives	[ ]	[ ]		List of those honored	Lower number of teachers missing	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Review year end data on how many teachers were out. **Person(s) Responsible:** Administration **Completion Date:** June 1 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Absent from duty reports	Fewer teachers missing	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Harpool Middle School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS- Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs
including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	William Matthews
2) Classroom Teacher	Erin Rooks
3) Classroom Teacher	Emily Cooper
4) Classroom Teacher	Michael Guynes
5) Classroom Teacher	Misty Richardson
6) Classroom Teacher	Lindsay Futrell
7) Campus-based Nonteaching Professional	Sherry Brandt
8) Campus-based Paraprofessional and Operations Staff	Kassidy Kirkland
9) District-level Professional	Lyneille Meza
10) Parent	Elizabeth Bradley
11) Parent	Nancy Jordan
12) Community Member	
13) Community Member	
14) Business Representative	Kim Woodson
15) Business Representative	

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: MCMATH MIDDLE

Campus #: 061901046

2011 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Attendance (2009-10)

Commended on Social Studies

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 6															
Reading	2011	85%	88%	85%	81%	91%	74%	87%	*	86%	*	*	71%	70%	55%
	2010	86%	89%	89%	89%	82%	77%	99%	*	90%	*	*	71%	80%	55%
Mathematics	2011	83%	87%	84%	85%	86%	78%	92%	*	86%	*	*	75%	77%	73%
	2010	83%	88%	85%	91%	82%	85%	96%	*	> 99%	*	*	76%	88%	81%
All Tests	2011	76%	81%	78%	76%	86%	65%	85%	*	86%	*	*	58%	63%	49%
	2010	76%	82%	80%	84%	74%	70%	96%	*	91%	*	*	59%	77%	50%
TAKS Met 2011 Standard Grade 7															
Reading	2011	86%	90%	89%	89%	86%	77%	98%	*	89%	*	90%	83%	77%	59%
	2010	86%	91%	90%	87%	90%	83%	89%	*	89%	*	*	64%	81%	76%
Mathematics	2011	81%	87%	86%	85%	83%	75%	94%	*	89%	*	70%	59%	78%	55%
	2010	82%	85%	85%	84%	73%	79%	89%	*	> 99%	*	*	56%	76%	72%
Writing	2011	93%	95%	95%	94%	90%	89%	99%	*	> 99%	*	90%	70%	87%	79%
	2010	94%	97%	95%	95%	> 99%	89%	98%	*	> 99%	*	*	91%	91%	87%
All Tests	2011	75%	81%	79%	77%	66%	62%	92%	*	89%	*	70%	37%	62%	38%
	2010	75%	81%	80%	76%	73%	67%	83%	*	90%	*	*	38%	65%	55%
TAKS Met 2011 Standard Grade 8 First Administration Only															
Reading	2011	89%	93%	92%	88%	88%	83%	90%	*	> 99%	*	*	68%	82%	70%
	2010	91%	94%	94%	92%	87%	88%	96%	*	> 99%	*	*	63%	87%	75%
Mathematics	2011	80%	83%	83%	79%	58%	74%	85%	*	> 99%	*	*	43%	69%	61%
	2010	81%	84%	86%	79%	67%	74%	85%	*	93%	*	*	25%	70%	44%
Science	2011	79%	80%	84%	72%	54%	59%	83%	*	92%	*	*	38%	58%	41%
	2010	78%	83%	*	76%	62%	62%	89%	*	> 99%	*	*	35%	57%	29%
Soc Studies	2011	95%	97%	97%	95%	88%	95%	96%	*	> 99%	*	*	78%	93%	92%
	2010	94%	97%	97%	96%	97%	94%	98%	*	> 99%	*	*	83%	93%	89%
All Tests	2011	69%	73%	72%	64%	42%	50%	76%	*	92%	*	*	16%	48%	31%
	2010	69%	75%	*	69%	60%	55%	80%	*	93%	*	*	13%	50%	19%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	91%	88%	88%	80%	94%	> 99%	93%	*	92%	80%	79%	66%
	2010	90%	93%	92%	90%	87%	84%	95%	80%	n/a	n/a	n/a	69%	84%	72%
Mathematics	2011	84%	88%	88%	86%	82%	80%	93%	> 99%	93%	*	75%	64%	80%	70%
	2010	84%	88%	88%	88%	79%	84%	92%	> 99%	n/a	n/a	n/a	61%	82%	74%
Writing	2011	92%	94%	95%	94%	90%	89%	99%	*	> 99%	*	90%	70%	87%	79%
	2010	93%	95%	95%	95%	> 99%	89%	98%	*	n/a	n/a	n/a	91%	91%	87%
Science	2011	83%	84%	84%	72%	54%	59%	83%	*	92%	*	*	38%	58%	41%
	2010	82%	86%	82%	76%	62%	61%	89%	*	n/a	n/a	n/a	35%	57%	29%
Soc Studies	2011	95%	96%	97%	95%	88%	95%	96%	*	> 99%	*	*	78%	93%	92%
	2010	94%	96%	97%	96%	97%	94%	98%	*	n/a	n/a	n/a	83%	93%	89%
All Tests	2011	76%	81%	79%	74%	66%	61%	85%	> 99%	89%	*	75%	37%	59%	42%
	2010	76%	81%	80%	78%	71%	65%	88%	80%	n/a	n/a	n/a	42%	66%	45%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	38%	38%	23%	23%	52%	71%	57%	*	33%	9%	21%	9%
	2010	32%	38%	39%	39%	26%	27%	49%	*	61%	*	*	6%	21%	5%
Mathematics	2011	29%	32%	23%	25%	13%	15%	34%	29%	57%	*	33%	9%	13%	7%
	2010	28%	31%	25%	26%	14%	15%	33%	*	63%	*	*	7%	12%	4%
Writing	2011	31%	39%	34%	34%	24%	22%	46%	*	67%	*	20%	7%	24%	13%
	2010	32%	36%	34%	33%	34%	21%	41%	*	56%	*	*	2%	21%	6%
Science	2011	30%	33%	33%	30%	12%	18%	40%	*	67%	*	*	5%	11%	2%
	2010	28%	30%	33%	29%	10%	16%	41%	*	57%	*	*	< 1%	10%	< 1%
Soc Studies	2011	47%	51%	40%	53%	38%	43%	61%	*	67%	*	*	11%	38%	18%
	2010	45%	51%	46%	51%	38%	35%	64%	*	86%	*	*	4%	29%	6%
All Tests	2011	16%	19%	14%	16%	8%	7%	25%	29%	39%	*	17%	2%	6%	1%
	2010	15%	17%	16%	16%	6%	7%	23%	*	46%	*	*	< 1%	5%	2%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	92%	90%	67%	> 99%	80%	*	*	*	*	90%	93%	> 99%
	2010	85%	88%	89%	75%	70%	86%	56%	*	*	*	*	75%	82%	89%
Mathematics	2011	77%	83%	83%	74%	71%	83%	64%	*	*	*	*	74%	81%	83%
	2010	75%	79%	81%	71%	73%	76%	60%	*	*	*	*	71%	72%	75%
Writing	2011	80%	88%	83%	60%	67%	*	*	*	*	*	*	60%	71%	*
	2010	80%	87%	78%	89%	*	90%	86%	*	*	*	*	89%	86%	89%
Science	2011	60%	60%	78%	55%	*	40%	67%	*	*	*	*	55%	57%	40%
	2010	58%	58%	80%	33%	*	33%	*	*	*	*	*	33%	29%	*
Soc Studies	2011	68%	67%	89%	55%	*	> 99%	17%	*	*	*	*	55%	71%	> 99%
	2010	67%	68%	88%	56%	*	40%	*	*	*	*	*	56%	50%	*
All Tests	2011	66%	73%	76%	58%	14%	78%	46%	*	*	*	*	58%	64%	75%
	2010	64%	69%	72%	63%	58%	65%	62%	*	*	*	*	63%	62%	62%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)														
All Tests 2011	97%	98%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*
All Tests 2010	93%	96%	> 99%	> 99%	> 99%	*	> 99%	*	*	*	*	> 99%	> 99%	*
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	99.6%	99.3%	100.0%	99.1%	99.7%	100.0%	93.3%	*	100.0%	100.0%	98.5%	96.7%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	91.9%	88.9%	81.9%	86.6%	92.4%	100.0%	90.0%	*	83.3%	17.6%	83.0%	78.9%
Not on TAKS	7.6%	7.6%	7.7%	10.4%	18.1%	12.4%	7.4%	0.0%	3.3%	*	16.7%	82.4%	15.5%	17.8%
TAKS(Acc) Only	2.4%	2.1%	2.3%	3.2%	6.0%	3.4%	2.5%	0.0%	3.3%	*	0.0%	25.5%	5.0%	5.9%
TAKS-M Only	3.1%	3.4%	2.7%	3.8%	7.2%	4.7%	2.5%	0.0%	0.0%	*	8.3%	30.4%	5.0%	7.9%
TAKS-Alt Only	0.9%	0.7%	0.9%	0.6%	1.2%	0.3%	0.8%	0.0%	0.0%	*	0.0%	4.9%	0.5%	0.0%
Combination	1.3%	1.4%	1.4%	2.7%	3.6%	4.0%	1.4%	0.0%	0.0%	*	8.3%	21.6%	5.0%	3.9%
By Acct Status														
Acct System	94.0%	95.7%	94.3%	95.1%	92.8%	94.4%	96.3%	100.0%	93.3%	*	100.0%	89.2%	92.5%	93.4%
Non-Acct System	4.6%	3.5%	5.0%	4.2%	7.2%	4.7%	3.4%	0.0%	0.0%	*	0.0%	10.8%	6.0%	3.3%
Mobile	4.6%	3.5%	5.0%	4.2%	7.2%	4.7%	3.4%	0.0%	0.0%	*	0.0%	10.8%	6.0%	3.3%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	0.4%	0.7%	0.0%	0.9%	0.3%	0.0%	6.7%	*	0.0%	0.0%	1.5%	3.3%
Absent	0.1%	0.1%	0.0%	0.1%	0.0%	0.0%	0.3%	0.0%	0.0%	*	0.0%	0.0%	0.3%	0.0%
LEP Exempt	0.9%	0.5%	0.3%	0.6%	0.0%	0.9%	0.0%	0.0%	6.7%	*	0.0%	0.0%	1.3%	3.3%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Total Count	3,231,780	15,537	693	809	83	322	353	7	30	1	12	102	399	152
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	99.5%	97.8%	99.0%	96.5%	98.9%	*	92.1%	*	-	99.1%	96.2%	88.8%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	91.3%	87.4%	80.8%	84.8%	90.8%	*	89.5%	*	-	24.1%	81.6%	67.8%
Not on TAKS	7.8%	7.7%	7.7%	10.4%	18.3%	11.8%	8.1%	*	2.6%	*	-	75.0%	14.6%	21.0%
TAKS(Acc) Only	2.3%	1.8%	2.3%	2.7%	2.9%	2.8%	2.7%	*	2.6%	*	-	19.6%	3.3%	6.3%
TAKS-M Only	3.3%	3.8%	3.2%	4.3%	9.6%	5.9%	2.2%	*	0.0%	*	-	31.3%	7.0%	10.5%
TAKS-Alt Only	0.8%	0.7%	0.7%	0.7%	1.9%	0.0%	1.1%	*	0.0%	*	-	5.4%	0.5%	0.0%
Combination	1.3%	1.3%	1.6%	2.6%	3.8%	3.1%	2.2%	*	0.0%	*	-	18.8%	3.8%	4.2%
By Acct Status														
Acct System	90.0%	91.0%	90.5%	88.7%	79.8%	87.2%	92.5%	*	92.1%	*	-	61.6%	83.2%	76.2%
Non-Acct System	8.6%	8.1%	9.0%	9.0%	19.2%	9.3%	6.5%	*	0.0%	*	-	37.5%	13.0%	12.6%
Mobile	4.4%	3.6%	4.1%	4.0%	7.7%	3.5%	3.2%	*	0.0%	*	-	0.9%	5.4%	2.1%
Non-Acct Test	4.2%	4.5%	4.0%	5.1%	11.5%	5.9%	3.2%	*	0.0%	*	-	36.6%	7.6%	10.5%
Not Tested	1.4%	0.9%	0.6%	2.2%	1.0%	3.5%	1.1%	*	7.9%	*	-	0.9%	3.8%	11.2%
Absent	0.1%	0.1%	0.0%	0.2%	0.0%	0.0%	0.5%	*	0.0%	*	-	0.9%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.5%	2.0%	1.0%	3.5%	0.5%	*	7.9%	*	-	0.0%	3.8%	11.2%
Other	0.4%	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	-	0.0%	0.0%	0.0%
Total Count	3,175,337	14,816	756	808	104	289	371	4	38	1	0	112	369	143

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	53%	42%	44%	39%	44%	*	*	*	*	52%	40%	37%
	2010	50%	53%	58%	51%	38%	56%	44%	*	*	*	*	36%	55%	57%
Mathematics	2011	42%	43%	44%	42%	33%	43%	44%	*	*	*	*	32%	40%	41%
	2010	45%	52%	42%	56%	45%	58%	61%	*	*	*	*	52%	59%	51%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	74	56	65	50	63	*	*	*	*	49	53	51
	2010	86	90	80	81	63	82	84	*	*	*	*	70	85	77
Mathematics	2011	64	66	57	64	54	65	75	*	*	*	*	54	63	65
	2010	70	77	60	82	76	81	90	*	*	*	*	76	83	76
Student Success Initiative															
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2011	11%	7%	8%	13%	12%	18%	10%	*	< 1%	*	*	32%	19%	30%
	2010	10%	7%	7%	8%	13%	12%	4%	*	< 1%	*	*	38%	13%	25%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	94%	97%	96%	93%	88%	90%	95%	*	> 99%	*	*	84%	90%	82%
	2010	95%	96%	98%	94%	90%	92%	97%	*	> 99%	*	*	75%	91%	81%
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
	2011	20%	17%	17%	22%	42%	27%	15%	*	< 1%	*	*	57%	32%	40%
	2010	20%	16%	15%	21%	33%	26%	15%	*	7%	*	*	75%	30%	56%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	88%	92%	92%	89%	77%	86%	92%	*	> 99%	*	*	62%	85%	78%
	2010	88%	92%	93%	89%	80%	86%	92%	*	> 99%	*	*	50%	85%	69%
English Language Learners Progress Indicator															
2010-11		80%	86%	86%	83%	*	83%	71%	*	92%	*	*	85%	83%	81%
2009-10		79%	85%	85%	84%	*	84%	*	*	78%	*	*	82%	84%	81%
Attendance Rate @															
2009-10		95.5%	95.9%	95.9%	96.5%	96.5%	96.7%	96.1%	95.5%	98.3%	*	94.6%	95.9%	96.3%	96.8%
2008-09		95.6%	95.9%	96.2%	96.9%	96.7%	97.2%	96.5%	95.2%	n/a	n/a	n/a	96.2%	97.0%	97.4%
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)															
2009-10		0.2%	0.3%	0.0%	0.3%	0.0%	0.4%	0.4%	0.0%	0.0%	*	0.0%	1.2%	0.0%	0.0%
2008-09		0.3%	0.2%	0.0%	0.2%	0.0%	0.0%	0.4%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		799	100.0%	26,404	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	3.0%	4.5%
	Kindergarten	0	0.0%	0.0%	8.5%	7.6%
	Grade 1	0	0.0%	0.0%	8.5%	7.9%
	Grade 2	0	0.0%	0.0%	8.8%	7.7%
	Grade 3	0	0.0%	0.0%	8.5%	7.6%
	Grade 4	0	0.0%	0.0%	7.9%	7.6%
	Grade 5	0	0.0%	6.4%	7.9%	7.6%
	Grade 6	260	32.5%	29.9%	7.2%	7.4%
	Grade 7	257	32.2%	31.8%	7.1%	7.3%
	Grade 8	282	35.3%	31.9%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	80	10.0%	7.9%	11.6%	12.9%
	Hispanic	315	39.4%	38.5%	30.8%	50.3%
	White	352	44.1%	47.8%	52.9%	31.2%
	Native American	9	1.1%	0.7%	0.9%	0.5%
	Asian	30	3.8%	2.5%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.1%	0.1%	0.1%
	Two or More Races	13	1.6%	2.6%	1.2%	1.6%
Economically Disadvantaged		381	47.7%	47.9%	41.5%	59.2%
Limited English Proficient (LEP)		149	18.6%	5.7%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		36	4.1%	2.8%	1.3%	1.9%
At-Risk		348	43.6%	35.7%	35.1%	46.3%
Mobility (2009-10)		143	16.2%	13.9%	17.1%	18.2%
Number of Students per Teacher		11.8	n/a	15.1	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates				Special Education Rates			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	2.1%	2.3%	-	-	14.3%	10.7%
Grade 1	-	-	1.5%	4.7%	-	-	8.5%	8.9%
Grade 2	-	-	0.8%	2.8%	-	-	3.8%	4.1%
Grade 3	-	-	1.1%	2.0%	-	-	1.4%	1.8%
Grade 4	-	-	0.1%	1.1%	-	-	0.4%	0.9%
Grade 5	-	1.9%	0.4%	1.3%	-	2.4%	2.0%	1.3%
Grade 6	0.5%	0.8%	0.1%	0.7%	0.0%	0.7%	3.7%	1.2%
Grade 7	0.0%	0.8%	0.2%	1.0%	2.0%	1.4%	1.4%	1.4%
Grade 8	0.0%	0.9%	0.1%	1.2%	3.7%	2.0%	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.8	19.0
	Grade 1	-	-	18.9	18.9
	Grade 2	-	-	18.8	18.8
	Grade 3	-	-	19.1	18.8
	Grade 4	-	-	20.3	19.0
	Grade 5	-	22.5	21.9	21.4
	Grade 6	18.7	21.6	20.9	20.7
	Mixed Grades	-	24.0	19.2	23.9
Secondary:	English/Language Arts	17.8	18.7	20.4	17.3
	Foreign Languages	1.0	21.4	18.8	19.0
	Mathematics	14.6	18.5	19.4	17.9
	Science	20.6	20.4	22.9	19.0
	Social Studies	21.2	21.7	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	91.5	100.0%	100.0%	100.0%	100.0%
Professional Staff:	81.5	89.1%	88.6%	72.3%	63.4%
Teachers	67.6	73.9%	76.2%	56.2%	50.5%
Professional Support	10.9	11.9%	7.8%	12.8%	9.0%
Campus Admin. (School Leader.)	3.0	3.3%	4.6%	2.7%	2.8%
Educational Aides:	10.0	10.9%	11.4%	7.9%	9.5%
Total Minority Staff:	18.3	20.0%	16.7%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	5.0	7.4%	4.6%	6.5%	9.3%
Hispanic	3.5	5.2%	8.5%	11.7%	23.7%
White	54.1	80.1%	83.8%	78.4%	63.9%
American Indian	3.0	4.4%	0.5%	0.8%	0.4%
Asian	1.0	1.5%	0.8%	0.4%	1.3%
Pacific Islander	1.0	1.5%	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.7%	2.1%	1.3%
Males	28.3	41.9%	26.2%	24.0%	23.2%
Females	39.3	58.1%	73.8%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	3.2	4.8%	6.4%	4.8%	6.0%
1-5 Years Experience	27.0	39.9%	31.2%	31.8%	30.0%
6-10 Years Experience	6.2	9.2%	18.5%	22.7%	21.1%
11-20 Years Experience	18.0	26.6%	25.7%	25.5%	25.0%
0ver 20 Years Experience	13.1	19.4%	18.2%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.5 yrs.	11.4 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	5.9 yrs.	7.0 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$37,987	$41,280	$45,521	$41,272
1-5 Years Experience	$47,158	$43,366	$47,448	$44,013
6-10 Years Experience	$48,775	$45,927	$48,287	$46,604
11-20 Years Experience	$52,733	$49,798	$51,852	$50,476
Over 20 Years Experience	$63,537	$57,737	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$51,529	$47,981	$51,120	$48,638
Professional Support	$51,979	$54,972	$55,177	$57,045
Campus Administration (School Leadership)	$69,078	$69,577	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	5.1	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$5,998,082	100.0%	$7,324	$6,528,971	100.0%	$7,972	$158,666,111	100.0%	$6,393
Instruction (11,95)	$4,162,913	69.4%	$5,083	$4,380,363	67.1%	$5,348	$111,938,328	70.5%	$4,510
Instructional-Related Services (12,13)	$201,792	3.4%	$246	$210,588	3.2%	$257	$5,258,845	3.3%	$212
Instructional Leadership (21)	$78,762	1.3%	$96	$78,762	1.2%	$96	$2,436,122	1.5%	$98
School Leadership (23)	$384,442	6.4%	$469	$384,909	5.9%	$470	$11,345,029	7.2%	$457
Support Services-Student (31,32,33)	$457,569	7.6%	$559	$457,760	7.0%	$559	$8,639,289	5.4%	$348
Other Campus Costs (35,36,51,52,53)	$712,604	11.9%	$870	$1,016,589	15.6%	$1,241	$19,048,498	12.0%	$768
By Program:									
Total Operating Expenditures	$5,285,478	100.0%	$6,454	$5,491,282	100.0%	$6,705	$138,365,668	100.0%	$5,575
Bilingual/ESL Education (25)	$191,588	3.6%	$234	$191,588	3.5%	$234	$1,675,695	1.2%	$68
Career & Technical Education (22)	$0	0.0%	$0	$347	0.0%	$0	$598,028	0.4%	$24
Accelerated Education (24,30)	$76,800	1.5%	$94	$184,711	3.4%	$226	$9,069,609	6.6%	$365
Gifted & Talented Education (21)	$121,204	2.3%	$148	$121,204	2.2%	$148	$5,229,298	3.8%	$211
Regular Education (11)	$3,769,188	71.3%	$4,602	$3,769,188	68.6%	$4,602	$97,885,926	70.7%	$3,944
Special Education (23)	$1,126,698	21.3%	$1,376	$1,224,244	22.3%	$1,495	$22,520,902	16.3%	$907
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$292	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$1,042,096	0.8%	$42
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$343,822	0.2%	$14

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	147	18.4%	5.4%	14.3%	16.2%
Career & Technical Education	0	0.0%	11.9%	16.7%	21.0%
Gifted & Talented Education	114	14.3%	8.8%	8.7%	7.7%
Special Education	100	12.5%	9.3%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	1.3%	7.1%	5.5%
Career & Technical Education	1.0	1.5%	2.0%	3.6%	4.0%
Compensatory Education	0.5	0.7%	2.1%	5.0%	2.9%
Gifted & Talented Education	1.5	2.2%	3.1%	1.7%	1.9%
Regular Education	55.8	82.5%	75.9%	68.0%	73.4%
Special Education	8.8	13.0%	9.3%	12.0%	9.1%
Other	0.0	0.0%	6.3%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% Econ	% White	% Hispanic	% LEP	% Mobility	% Afr_Amer
015915045		HOBBY MS	NORTHSIDE ISD	48.9	31.1	56.4	8.8	20.0	5.5
016902041		BLANCO MIDDLE	BLANCO ISD	48.7	61.0	35.1	3.1	13.9	0.9
036903041		EAST CHAMBERS J H	EAST CHAMBERS ISD	45.7	60.1	29.3	4.3	10.7	8.0
043904041		FARMERSVILLE JUNIOR HIGH	FARMERSVILLE ISD	46.7	66.4	22.4	2.4	10.4	7.0
046902042		CANYON MIDDLE	COMAL ISD	49.3	44.7	49.6	4.3	16.0	2.8
046902046		MT VALLEY MIDDLE	COMAL ISD	47.2	68.1	20.7	1.4	14.6	1.7
050910041		COPPERAS COVE J H	COPPERAS COVE ISD	46.2	52.7	18.5	1.4	16.4	18.6
057909052		B G HUDSON MIDDLE	GARLAND ISD	48.8	34.7	40.9	9.9	9.9	12.1
061901046	>	MCMATH MIDDLE	DENTON ISD	47.7	44.1	39.4	18.6	16.2	10.0
061903041		PILOT POINT SELZ MIDDLE	PILOT POINT ISD	48.1	67.8	26.2	6.9	12.1	3.0
072903041		HENDERSON JUNIOR HIGH	STEPHENVILLE	46.7	70.0	24.0	1.9	10.8	1.7
072903103		GILBERT INT SCHOOL	STEPHENVILLE	49.0	69.9	26.1	5.9	10.7	0.2
080901041		MT VERNON J H	MOUNT VERNON ISD	48.9	73.1	18.3	2.3	11.8	2.7
101906042		CROSBY MIDDLE	CROSBY ISD	46.6	48.5	27.4	3.6	12.7	18.4
101907046		LABAY MIDDLE	CYPRESS-FAIRBANKS ISD	48.2	27.9	44.3	7.7	10.6	16.1
101908043		BONNETTE JR HIGH	DEER PARK ISD	48.2	49.4	43.8	3.1	11.3	4.6
101915049		ULRICH INT	KLEIN ISD	46.8	32.5	41.5	6.4	13.9 **	15.8
101916041		LA PORTE J H	LA PORTE ISD	46.3	45.8	40.5	4.7	15.6	8.3
101916042		BAKER 6TH GRADE CAMPUS	LA PORTE ISD	48.5	47.2	43.1	5.6	11.5	7.2
101916043		LOMAX J H	LA PORTE ISD	45.8	44.4	45.4	4.8	9.7	5.0
105906041		R C BARTON MIDDLE	HAYS CISD	47.1	36.5	58.9	11.1	12.9	1.6
126905041		R C LOFLIN MIDDLE	JOSHUA ISD	46.7	77.7	18.2	2.8	16.6	1.3
152907042		TERRA VISTA MIDDLE SCHOO	FRENSHIP ISD	48.3	40.0	46.1	2.2	18.5	7.9
165901046		GODDARD JUNIOR HIGH	MIDLAND ISD	47.7	37.7	54.3	5.0	17.3	6.9
166905041		THORNDALE MIDDLE	THORNDALE ISD	49.0	70.2	22.1	2.9	12.0	2.9
170904043		ROBERT P BRABHAM MIDDLE	WILLIS ISD	48.3	56.5	31.1	16.1	15.0	6.3
170906041		MAGNOLIA J H	MAGNOLIA ISD	46.6	69.9	24.6	6.4	11.0	2.5
170906051		MAGNOLIA SIXTH GRADE CAM	MAGNOLIA ISD	48.8	67.3	29.0	11.0	14.2	1.3
175902041		BLOOMING GROVE JH	BLOOMING GROVE ISD	49.3	71.1	20.4	3.3	11.3	3.8
178914105		FLOUR BLUFF INT	FLOUR BLUFF ISD	49.2	52.5	38.1	1.7	15.5	4.8
205902105		GREGORY-PORTLAND INT	GREGORY-PORTLAND ISD	47.2	41.3	52.1	1.5	15.3	2.1
205903042		LEON TAYLOR J H	INGLESIDE ISD	49.3	41.7	52.2	3.8	15.7	2.0
208902041		SNYDER J H	SNYDER ISD	48.4	44.9	51.1	2.9	11.8	2.7
220908204		DONNA SHEPARD INT	MANSFIELD ISD	47.4	49.5	32.6	16.0	10.7	12.7
220912112		S H CROWLEY INT	CROWLEY ISD	46.1	49.4	21.9	3.1	16.9	18.7
220918044		PRAIRIE VISTA	EAGLE MT-SAGINAW ISD	47.5	41.8	36.8	4.0	18.7	14.3
220920041		BREWER MIDDLE	WHITE SETTLEMENT ISD	49.2	53.8	35.2	1.8	12.4	5.1
226903042		GLENN MIDDLE	SAN ANGELO ISD	47.9	43.7	50.0	1.6	16.7	3.4
227904041		PFLUGERVILLE MIDDLE	PFLUGERVILLE ISD	49.5	25.5	44.6	12.7	12.6	19.5
246902041		FLORENCE MIDDLE	FLORENCE ISD	49.1	69.2	25.2	7.0	14.0	0.9
250904041		QUITMAN J H	QUITMAN ISD	49.6	71.8	22.2	2.4	15.7	2.4
		Group Average		47.9	47.8	38.5	5.7	13.9	7.9

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Campus Name	Reading (1) Number Matched Students	Reading (2) 2010 Avg Scale Score	Reading (3) 2011 Avg Scale Score	Reading (4) 2010 Failer Avg VSG	Reading (5) 2011 Avg VSG	Reading (6) 2011 Quar-tile	Mathematics (1) Number Matched Students	Mathematics (2) 2010 Avg Scale Score	Mathematics (3) 2011 Avg Scale Score	Mathematics (4) 2010 Failer Avg VSG	Mathematics (5) 2011 Avg VSG	Mathematics (6) 2011 Quar-tile
	HOBBY MS	835	758	802	75	44	Q1	832	743	766	59	24	Q2
	BLANCO MIDDLE	208	730	773	69	43	Q2	208	722	749	40	26	Q2
	EAST CHAMBERS J H	164	736	792	84	56	Q1	165	730	739	49	9	Q4
	FARMERSVILLE JUNIOR	303	747	787	103	39	Q2	298	728	753	63	25	Q2
	CANYON MIDDLE	771	731	773	67	42	Q2	771	726	735	41	9	Q4
	MT VALLEY MIDDLE	549	747	785	69	39	Q2	546	723	745	61	22	Q3
	COPPERAS COVE J H	674	745	792	73	47	Q1	671	734	765	68	31	Q1
	B G HUDSON MIDDLE	1125	750	788	71	38	Q3	1119	724	742	54	18	Q3
>	MCMATH MIDDLE	666	743	785	56	41	Q2	676	736	756	64	20	Q3
	PILOT POINT SELZ MID	206	768	830	85	62	Q1	204	731	759	76	28	Q2
	HENDERSON JUNIOR HIG	419	763	803	38	39	Q2	421	734	765	65	31	Q1
	GILBERT INT SCHOOL	463	691	728	67	36	Q3	466	677	718	51	41	Q1
	MT VERNON J H	182	782	818	74	36	Q3	183	761	756	36	-5	Q4
	CROSBY MIDDLE	695	748	790	65	43	Q2	707	731	738	43	8	Q4
	LABAY MIDDLE	1400	742	788	76	46	Q1	1398	743	763	54	20	Q3
	BONNETTE JR HIGH	663	737	773	74	36	Q3	662	732	760	55	28	Q2
	ULRICH INT	729	742	777	69	35	Q4	737	719	733	58	14	Q3
	LA PORTE J H	486	759	804	74	45	Q1	480	746	767	55	20	Q3
	BAKER 6TH GRADE CAMP	529	723	759	75	35	Q4	538	714	763	75	49	Q1
	LOMAX J H	516	761	803	87	42	Q2	516	749	760	58	11	Q4
	R C BARTON MIDDLE	668	727	771	65	44	Q1	679	718	738	57	21	Q3
	R C LOFLIN MIDDLE	632	769	804	74	35	Q4	630	754	773	65	19	Q3
	TERRA VISTA MIDDLE S	698	751	790	71	39	Q2	699	747	772	56	25	Q2
	GODDARD JUNIOR HIGH	771	734	769	60	35	Q4	773	722	735	46	13	Q4
	THORNDALE MIDDLE	91	731	771	78	40	Q2	90	713	748	76	34	Q1
	ROBERT P BRABHAM MID	584	738	776	80	37	Q3	587	727	763	75	37	Q1
	MAGNOLIA J H	773	748	790	74	41	Q2	772	735	744	44	8	Q4
	MAGNOLIA SIXTH GRADE	394	712	724	29	12	Q4	400	708	720	51	12	Q4
	BLOOMING GROVE JH	184	743	789	56	46	Q1	183	724	752	55	28	Q2
	FLOUR BLUFF INT	719	693	732	79	38	Q3	725	681	718	64	37	Q1
	GREGORY-PORTLAND INT	567	698	737	71	39	Q2	565	672	701	65	29	Q1
	LEON TAYLOR J H	293	729	784	82	55	Q1	295	701	747	75	46	Q1
	SNYDER J H	473	723	752	58	28	Q4	471	699	706	48	6	Q4
	DONNA SHEPARD INT	643	697	741	79	44	Q1	669	686	714	62	28	Q2
	S H CROWLEY INT	408	680	722	79	42	Q2	408	661	709	68	48	Q1
	PRAIRIE VISTA	656	733	770	74	37	Q3	654	719	745	53	26	Q2
	BREWER MIDDLE	746	755	793	66	39	Q2	751	726	750	60	24	Q2
	GLENN MIDDLE	1007	743	778	55	35	Q4	1016	728	749	52	21	Q3
	PFLUGERVILLE MIDDLE	874	730	773	70	42	Q2	889	722	732	48	10	Q4
	FLORENCE MIDDLE	186	731	773	87	42	Q2	188	718	736	65	18	Q3
	QUITMAN J H	208	750	784	74	34	Q4	208	730	747	50	18	Q3
	Group Average	549	736	776	70	40	--	551	722	744	56	22	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
McMath Middle School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

McMath Middle School's Mission Statement

Our mission is to collaboratively, with the families and with the community, prepare all students to become educated, healthy, productive members of society both now and in the future.
We will maintain high standards and expectations for all members of our school family and maintain a climate of caring and respect for all.
Our students will become life-long learners able to adapt to a complex, diverse and constantly changing world.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

McMath Middle School Campus Improvement Plan
Middle School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
6	All	226	89	35	237	80	39	85	
6	AA	31	84	26	23	87	30	85	
6	Hispanic	69	75	29	102	72	23	85	
6	White	116	99	41	102	85	58	85	
6	Eco. Dis.	88	80	22	123	67	17	85	
6	SPED	20	65	10	14	50	7	75	
6	LEP C	26	50	4	48	52	4	75	
6	LEP M1								
6	LEP M2								
7	All	262	87	34	239	88	32	88	
7	AA	32	88	16	24	92	21	85	
7	Hispanic	90	81	17	84	74	17	85	
7	White	125	92	49	112	98	44	98	
7	Eco. Dis.	123	80	14	97	75	20	85	
7	SPED	27	56	7	13	77	0	85	
7	LEP C	46	72	2	36	50	11	75	
7	LEP M1								
7	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	245	95	51	268	94	46	95	
8	AA	28	93	39	27	89	26	90	
8	Hispanic	91	91	37	102	90	31	90	
8	White	111	97	62	120	97	58	95	
8	Eco. Dis.	108	91	32	132	89	28	90	
8	SPED	12	67	0	22	82	14	85	
8	LEP C	33	79	9	43	79	12	85	
8	LEP M1								
8	LEP M2								

McMath Middle School Campus Improvement Plan
Middle School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
7	All	255	95	35	245	96	36	95	
7	AA	30	100	37	24	96	33	95	
7	Hispanic	90	88	22	88	90	22	95	
7	White	121	98	42	114	99	46	95	
7	Eco. Dis.	120	92	22	101	89	26	95	
7	SPED	23	91	0	19	74	11	85	
7	LEP C	46	85	7	37	81	14	95	
7	LEP M1								
7	LEP M2								

McMath Middle School Campus Improvement Plan
Middle School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
6	All	228	90	30	241	85	37	85	
6	AA	31	84	16	23	87	26	85	
6	Hispanic	70	84	17	104	78	21	85	
6	White	116	94	39	104	91	55	85	
6	Eco. Dis.	87	87	15	126	76	18	85	
6	SPED	21	67	10	16	75	25	85	
6	LEP C	29	79	7	49	71	6	85	
6	LEP M1								
6	LEP M2								
7	All	261	84	27	241	85	22	85	
7	AA	30	70	17	24	83	4	85	
7	Hispanic	90	77	19	87	74	14	85	
7	White	125	92	33	112	94	29	85	
7	Eco. Dis.	121	74	14	100	77	12	85	
7	SPED	25	44	8	14	36	0	75	
7	LEP C	48	69	4	38	50	8	75	
7	LEP M1								
7	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	245	90	22	267	90	19	85	
8	AA	28	82	11	26	77	15	85	
8	Hispanic	89	88	11	103	86	8	85	
8	White	113	92	28	119	94	24	85	
8	Eco. Dis.	106	87	8	132	85	8	85	
8	SPED	12	33	0	21	52	0	85	
8	LEP C	32	72	3	45	78	7	85	
8	LEP M1								
8	LEP M2								

McMath Middle School Campus Improvement Plan
Middle School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	241	78	29	274	71	30	85	
8	AA	27	67	11	28	54	11	75	
8	Hispanic	89	63	16	108	57	18	75	
8	White	110	89	41	118	83	42	85	
8	Eco. Dis.	102	59	11	139	57	11	75	
8	SPED	12	25	0	28	25	7	75	
8	LEP C	32	31	0	47	43	2	75	
8	LEP M1								
8	LEP M2								

McMath Middle School Campus Improvement Plan
Middle School-Level Performance Data

Social Studies

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	244	98	53	274	97	53	90	
8	AA	27	100	41	29	90	34	90	
8	Hispanic	91	96	36	107	94	43	90	
8	White	111	98	65	118	100	63	90	
8	Eco. Dis.	106	94	31	139	94	37	90	
8	SPED	13	100	8	29	86	14	90	
8	LEP C	33	94	9	47	91	19	90	
8	LEP M1								
8	LEP M2								

McMath Middle School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at McMath Middle School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- PEIMS Data
- At-Risk reports
- Demographic data from Dr. Nobles' Student Information notebooks for the past 3 years
- eSchools data
- AEIS reports
- Attendance data from the past 3 years from Mrs. Frank's Attendance notebooks for the past 3 years
- Drop out reports and mobility reports from Mrs. Foster's Registration notebooks for the past 3 years
- Discipline reports
- Class rolls

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Diverse population both financially and ethically
- Title 1 status to help address low SES factors
- Well developed systems in place to help identify and assist at-risk students
- Students dismissed from special programs typically have success in he classroom and begin passing state assessment within 2 years of exiting program

Needs

- With almost half of our students identified as economically disadvantaged and a significant number identified as at-risk, our school needs to continue to find ways to serve those students and ensure their academic success.
- Increase parent learning and responsibiliy. We need more involvement from a broader segment of the parent population
- Increase diversity among the staff, including a greater diversity in ethnicity and language ability

- This staff works well together to meet the needs of the diverse population. New programs have been developed and implemented successfully to meet the needs as the population has changed over the past 3 years.
- Attempts have been made to hire a more diverse staff...the problem has been in finding highly qualified candidates.
- Under-represented students are actively recruitted for EXPO and enhanced classes
- Attendance is a priority and has not been a campus problem. Mrs. Frank in the attendance office works with all of our families, and especially with the Spanish speaking parents, to ensure that students are in shool.

Summary of Needs

- Based upon the needs assessment, we will continue to maintain what has been done in the areas defined above.
- We need additional ESL staff to help with the needs of our very large LEP population. However, we recognize that with limited funds we will not be able to address this need next year.
- We need the support of the BE/ESL department to help MMS continue to work toward having every teacher ESL certified
- Continued professional development on meeting the needs of LEP students and needs of economically disadvantaged students.

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- AEIS report
- district Data Binders 2010 and 2011
- Teacher assessments
- TELPAS data
- Campus data binders for the past 3 years
- AYP report
- Duke Talent Search results

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Recognized campus in 2010
- Added an Accelerated Science class for students who have been identified at the end of 7th grade as potentially not passing the 8th grade science test
- Large number of students enrolled in enhanced or advanced classes. A small number of students attend high school classes on the high school campus while enrolled in middle school.
- Eleven students were recognized by Duke University for their performance on the SAT or ACT test.

Needs

- Differentiating instruction for the broad spectrum of student needs
- Maintaining appropriate rigor despite the large variance in student abilities
- Closing the achievement gap between all identified sub-groups

Summary of Needs

- Continue to ensure a gauranteed viable curriculum for all students
- Provide appropriate classes for the LEP students
- Support from BE/ESL in providing professional development and staffing to address the needs of the LEP students.
  Support from the curriculum department in providing professional development in the area of differentiation and assessment
- A Newcomer's Academy is needed to provide services for students the first year that they are in the USA
- Add the next level of Inclusion to provide the full range of services for our SPED students.
  (True co-teachers in the areas of reading, math and science will complete the 5 year Inclusion Plan for McMath, we will not be able to add the science co-teacher this year due to budget issues)
- Careful monitoring of the LEP students by the Title 1 counselor

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Parent, student and staff surveys
- CLT and PTA input
- Gallup Student Poll
- Discipline reports
- Look 2 Learning Walks
- Safety audit report
- Substitiute Feedback forms
- Counselor logs

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- All subgroups are involved in athletics, fine arts and extr-curricular activities
- 85% of the students report feeling safe in school
  an 95% of them know how to report a problem at school
- Student work is represented throughout the building.
- Teams work with students and their families to promote a positive climate and culture
- The front office has multiple Spanish speaking staff members.
  Several staff members are fluent in an additional language
- The common areas of the building are orderly and welcoming
- The expectation for behavior is consistent in all common areas of the building
- Feeder elementary schools are visited by student groups to help with the transition from 5th to 6th grade.

Needs

- Building security---front entrance
- Increase recognition of positive student behavior and achievements
- Increase parent contact
- Decrease the gap between team referrals for discipline

- Substitutes consistently leave feedback that McMath is nuturing and supportive as well as being well disciplined.
- Counselors spend most of their time working with students and families

Summary of Needs

- Plan a "formal" and reflective student award ceremony at the end of school
- Better communicate all of the good things going on at McMath
- Use technology to increase communication to community---Facebook, Twitter, Blogs, etc
- Maintain high level of expectations for all stake holders at McMath
- Continue to work with feeder elementary schools on transition.
  Increase communication between our school and their schools.
- Continue to develop the GOAL program by adding a 6th grade group and a community service project.
  Continue to work with Lee and Borman to develop a program for the girls.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- Highly Qualified report from HR
- PEIMS data
- AWARE data
- Data Binder 2010 and 2011
- Record of professional development
- Teacher input

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Teaming!!
- All staff members are highly qualified and appropriately certified
- Low staff turn over rates for the past 3 years
- FYTA support for new teachers
- PLC training and support
- Teacher input on hiring
- Open and frequent communication between administrators and staff
- Many staff members are certified in content areas as well as SPED and ESL

Needs

- Replace PRIDE with PDAS and properly prepare teachers for that change
- Vertical communication with elementary and high school
- More consistency with "Sunshine Committee" duties
- Teachers are concerned about STAAR and need more information and time to plan

Summary of Needs

- STAAR preparation time and information.
- Provide additional professional development at the campus level on topics identified by the teachers (AWARE, student motivation, working with parents, etc)
- Support teacher moral in a variety of meaningful cost free ways
- Continue to use team time to do RTI, ARDs, parent contacts, student interventions, as well as curriculum planning.

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- Master Schedule data
- AWARE data
- Curriculum Documents and lesson plans
- PLC documents
- Data Binder 2010 2011
- Teacher data collection
- Benchmark data

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Using a targeted intervention for identified students improved scores on TAKS (when compared to last year's scores w/o TPM)
- Several options are available to support reteaching and/or tutoring
- Using "Timz Attack" computer lab has been helpful
- Campus integration of Thinking Maps, Academic Vocabulary, and SIOP
- Quality of staff
- Supprt from CT and CTS
- PLCs help support curriculum, instruction and intervention

Needs

- Low Integrated Technology scores
- Interventions for LEP and SPED
- Adapting to the new structure for technology support (reduced CT and CTS availablity)
- Provide additional support for math and science PLCs
- Develop more cross content lessons to help with math and science

Summary of Needs

- Support from the curriculum department for math and science with a focus on common assessments and differentiated instruction
- Depending upon the findings of the Campus Technology committe, integration of the ITS skills across grade levels and content areas
- Contine Look 2 Learning walks to improve instruction

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- Parent Sign-In sheets for Open House
- Team contact logs
- Volunteer hour log
- Adopt-A-School documents
- PTA provided data

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 80% of parents signed in for Open House on Saturday
  71% of incoming 6th grade parents attended the 5th to 6th transition meeting
- UNT fraternity mentors are very involved with GOAL
- Counselors provide on-going parent education programs
- Increased volunteer hours
- Career Day and Tiger Day bring in high parent and community involvment
- Increased contact with parents by using photos sent home with a message about their child
- Phone messages sent out in both English and Spanish have been the most effective means of contacting the parents. Many of our parents do not have internet access.

Needs

- PTA meetings are attended by very few parents (less than 15 on average)
- Low parent attendance from the Spanish speaking population

- Community support for the gardening program has increased. Keep Denton Beautiful sumitted the gardening project for a state award and McMath won at the state level.

Summary of Needs

- Continue to use non-traditional ways to communicate with parents
- Seek additional community/parent support for environmental projects
- Continue to maintain updated websites that are easy for parents to access

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- Team documents
- PLC documents
- Campus Improvement Plan
- Duty Schedule
- Campus calendar

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Teacher Talk--a twice monthly informal meeting for teachers and administrators to talk about any issue related to the school
- Common Team planning times daily
  Common content area PLC times weekly
- Flexible schedule options using the advisory period to address various needs as they arise
- Master schedule created based upon student requests and needs
- ARD schedule and process works well

Needs

- Add a calendar of school related events to the campus website
- Secure front entry---to be added 11-12 school year
- Fine arts facilities are inadequate---band hall construction to begin 11-12 school year
- Additional time to plan as a department
- Teachers self select duty times

Summary of Needs

- Renovations to the building to add a band hall and a secure front entrance will take place this year
- Team planning is vital to the effectiveness of McMath
- Continue to seek ways for departments to spend more time collaboratively planning and analyzing

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- STaR chart
- Library data
- Budget expenditures
- Technology professional development

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Teachers and students have access to multiple resources
- The number of computers and peripherals meets the needs of the campus
- Labs are maintained and are used frequently
- The CTS provides a high level of support to staff, students and parents
-

Needs

- CATE lab needs to be updated when funds are available
- Much of our equipment will need to be replaced in the near future and there is not a plan in place to address this
- The cost of the bulbs for the projectors is prohibitive and there is concern that once they burn out it will be difficult to fund a replacment
- There are times that an Apple product is the best choice and it is difficult to obtain those products
- Address the relevance of the ITS data and consider a more valid assessment of the targeted skills

Summary of Needs

- Plan for replacment of equipment over the next few years
- Campus Technology committee will analyze the ITS and make recommendations based on their findings
- Work with CATE to determine future needs and plans for the campus CATE program and how it will be supported

Comprehensive Needs Assessment Summary of Priority Needs
McMath Middle School

Demographics:

Based upon the needs assessment, we will continue to maintain what has been done in the areas defined above.

We need additional ESL staff to help with the needs of our very large LEP population. However, we recognize that with limited funds we will not be able to address this need next year.

We need the support of the BE/ESL department to help MMS continue to work toward having every teacher ESL certified

Continued professional development on meeting the needs of LEP students and needs of economically disadvantaged students.

Student Achievement:

Continue to ensure a gauranteed viable curriculum for all students

Provide appropriate classes for the LEP students

Support from BE/ESL in providing professional development and staffing to address the needs of the LEP students.

Support from the curriculum department in providing professional development in the area of differentiation and assessment

A Newcomer's Academy is needed to provide services for students the first year that they are in the USA

Add the next level of Inclusion to provide the full range of services for our SPED students.

(True co-teachers in the areas of reading, math and science will complete the 5 year Inclusion Plan for McMath, we will not be able to add the science co-teacher this year due to budget issues)

Careful monitoring of the LEP students by the Title 1 counselor

School Culture and Climate:

Plan a "formal" and reflective student award ceremony at the end of school

Better communicate all of the good things going on at McMath

Use technology to increase communication to community---Facebook, Twitter, Blogs, etc

Maintain high level of expectations for all stake holders at McMath

Continue to work with feeder elementary schools on transition.

Increase communication between our school and their schools.

Continue to develop the GOAL program by adding a 6th grade group and a community service project.

Continue to work with Lee and Borman to develop a program for the girls.

Teacher Quality:

STAAR preparation time and information.

Provide additional professional development at the campus level on topics identified by the teachers (AWARE, student motivation, working with parents, etc)

Support teacher moral in a variety of meaningful cost free ways

Continue to use team time to do RTI, ARDs, parent contacts, student interventions, as well as curriculum planning.

Curriculum, Instruction and Assessment:

Support from the curriculum department for math and science with a focus on common assessments and differentiated instruction

Depending upon the findings of the Campus Technology committe, integration of the ITS skills across grade levels and content areas

Contine Look 2 Learning walks to improve instruction

Family and Community Involvement:

Continue to use non-traditional ways to communicate with parents

Seek additional community/parent support for environmental projects

Continue to maintain updated websites that are easy for parents to access

School Content and Organization:
Renovations to the building to add a band hall and a secure front entrance will take place this year
Team planning is vital to the effectiveness of McMath
Continue to seek ways for departments to spend more time collaboratively planning and analyzing

Technology:
Plan for replacment of equipment over the next few years
Campus Technology committee will analyze the ITS and make recommendations based on their findings
Work with CATE to determine future needs and plans for the campus CATE program and how it will be supported

Board Summary
Campus Improvement Plans
2011-12

McMath Middle School

Wildy Important Goals for 2011-12
WIG 1: Every student will achieve one year of academic growth in reading, math and science using the CLASS assessment from the pre-test in September 2011 to the post-test in May 2012
WIG 2: Increase AYP performance in math and reading special education sub-groups from 69% in reading to 80% and from 61% in math to 75% by June 2012.
WIG 3: Provide a safe, supportive and challenging education environment for all students at McMath as measured by participation in extra-curricular and UIL activities, discipline referrals, attendance* and survey responses showing at least a 10% improvement when compared to 2011 measures by June 1, 2012. (note attendance rates goal is 98% every 6 weeks...it is currently at 96%)

Campus Improvement Plan
McMath Middle School

WIG 1

Every student will achieve one year of academic growth in reading, math and science using the CLASS assessment from the pre-test in September 2011 to the post-test in May 2012

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement "Reading Workshop", a class to teach non-readers how to read **Person(s) Responsible:** Teacher Administrators **Completion Date:** June 1, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$5, 000 stipend for teacher $2,000 for instructional materials $1,000 for professional development	[X]	[ ]		Master Schedule Class Roll Teacher documentation	CLASS test STAAR test Improved grades in all classes	[X] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to develop the Accelerated Science class for at-risk students **Person(s) Responsible:** Teacher Adminstrators **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Master Schedule Class Roll Teacher documentation	CLASS test STAAR test	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to support Sheltered Reading and Sheltered Math classes for LEP students **Person(s) Responsible:** Teachers Administrators **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$1,000 for instructional materials	[X]	[ ]		Lesson Plans Invoices	CLASS test STAAR test	[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Employee a full time counselor to provide services for academically at risk students and their parents, lead transition programs from 5th to 6th grades, and work with the GOAL program **Person(s) Responsible:** Counselor Administrators **Completion Date:** June 15, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$65,000	[X]	[ ]	1	Human Resouce documents	Feedback from parents, students and staff Achievement results Enrollment of under-represented groups in advanced classes	[X] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development on a weekly basis to math and science teachers on assessment and differentiation and provide additional time to develop the lessons **Person(s) Responsible:** Curriculum Department/ISTs Teachers Administrators **Completion Date:** June 15, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$2,00 for professional development and supplies	[X]	[ ]		Walk throughs Common assessments Curriculum Documents	Achievement results Feedback from teachers and ISTs	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to support PLC groups by providing time within the school day to meet and professional development for PLC leaders **Person(s) Responsible:** PLC leaders Curriculum Department Administrators **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$1,000	[X]	[ ]		PLC documents Professional Development documents	Feedback from PLCs	[ ] CNA [ ] RS [ ] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
McMath Middle School

WIG 2

Increase AYP performance in math and reading special education sub-groups from 69% in reading to 80% and from 61% in math to 75% by June 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Add co-teaching component to the campus Inclusion Model in math and reading making adjustments as needed througout the year **Person(s) Responsible:** Principal **Completion Date:** June 1, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Master Schedule Roll Sheets	Student Achievement Feedback from staff, students, parents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Encourage highly qualified ELA and math staff members to add SPED and ESL certifications **Person(s) Responsible:** Principal **Completion Date:** January 1, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1200 to cover ed leave and expense of testing	[X]	[ ]		Reciepts for testing SBEC site certification	HQ staff in all SPED classes	[X] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Include SPED Inclusion teachers in all content professional development **Person(s) Responsible:** Principal Curriculum Department **Completion Date:** June 1, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$500 for professional development	[X]	[ ]				[X] CNA [X] RS [X] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
McMath Middle School

WIG 3

Provide a safe, supportive and challenging education environment for all students at McMath as measured by participation in extra-curricular and UIL activities, discipline referrals, attendance* and survey responses showing at least a 10% improvement when compared to 2011 measures by June 1, 2012.
(note attendance rates goal is 98% every 6 weeks...it is currently at 96%)

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase student participation in academic UIL events **Person(s) Responsible:** Principal Campus UIL co-ordinator **Completion Date:** May 1012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Recruitment information	UIL results documentation	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teams will work with students and parents to resolve discipline issues before a referral is sent to the office **Person(s) Responsible:** Administrators Teachers **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Team notes	Discipline documentation	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue GOAL program and add a 6th grade component and a community service project **Person(s) Responsible:** GOAL sponsors **Completion Date:** July 30, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		GOAL documents	GOAL feedback	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Contnue to work with feeder schools by providing mentors to visit the campuses **Person(s) Responsible:** GOAL sponsors **Completion Date:** May 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$1200 transportation costs	[X]	[ ]				[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Communicate with parents using newsletters and mailed notes including photgraphs of their child at school **Person(s) Responsible:** Teachers Counselors **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$600 postage and supplies	[X]	[ ]		Mailing list	Parent feedback	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Support the multi-cultural club parent night event (a large number of our non-English speaking parents attend this event) **Person(s) Responsible:** Club sponsors Title 1 counselor **Completion Date:** April 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$400 for snacks and printed information for parents to take home	[X]	[ ]		advertising	Feedback from parents	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
McMath Middle School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region Xl workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Raven Oak
2) Classroom Teacher	Nancy Cortes
3) Classroom Teacher	Gail Frisby
4) Classroom Teacher	Susan Martin
5) Classroom Teacher	Robin Mayes
6) Classroom Teacher	Eric Hauser
7) Campus-based Nonteaching Professional	Bobbie Roberts
8) Campus-based Paraprofessional and Operations Staff	Christina Rivera
9) District-level Professional	
10) Parent	Lori Wolfe
11) Parent	
12) Community Member	Gene Holloway Sr
13) Community Member	Joan Stelter
14) Business Representative	
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	10/13/2011	3:30	McMath
2	12/8/2011	3:30	McMath
3	2/16/2012	3:30	McMath
4	5/10/2012	3:30	McMath
5	6/7/2012	3:30	McMath

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: NAVO MIDDLE

Campus #: 061901047

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Comparable Improvement: Mathematics

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 6															
Reading	2011	85%	88%	87%	90%	78%	84%	96%	*	> 99%	*	*	80%	84%	64%
	2010	86%	89%	89%	87%	82%	82%	91%	*	*	*	*	78%	81%	62%
Mathematics	2011	83%	87%	84%	89%	80%	81%	95%	*	> 99%	*	*	69%	85%	68%
	2010	83%	88%	87%	87%	76%	81%	93%	*	*	*	*	85%	79%	68%
All Tests	2011	76%	81%	78%	83%	73%	71%	92%	*	> 99%	*	*	57%	76%	46%
	2010	76%	82%	82%	80%	71%	74%	87%	*	*	*	*	74%	71%	53%
TAKS Met 2011 Standard Grade 7															
Reading	2011	86%	90%	90%	88%	80%	86%	92%	*	*	*	*	83%	81%	69%
	2010	86%	91%	89%	94%	88%	88%	98%	*	*	*	*	91%	89%	70%
Mathematics	2011	81%	87%	86%	85%	73%	83%	91%	*	*	*	*	80%	79%	69%
	2010	82%	85%	83%	81%	76%	75%	85%	*	*	*	*	66%	74%	41%
Writing	2011	93%	95%	95%	94%	95%	89%	95%	*	*	*	*	90%	88%	74%
	2010	94%	97%	95%	97%	97%	97%	98%	*	*	*	*	91%	96%	93%
All Tests	2011	75%	81%	80%	79%	63%	77%	85%	*	*	*	*	71%	70%	56%
	2010	75%	81%	76%	78%	71%	70%	84%	*	*	*	*	61%	68%	33%
TAKS Met 2011 Standard Grade 8 First Administration Only															
Reading	2011	89%	93%	93%	95%	90%	92%	99%	*	*	*	*	94%	91%	76%
	2010	91%	94%	93%	95%	93%	89%	99%	> 99%	> 99%	*	*	92%	92%	59%
Mathematics	2011	80%	83%	83%	82%	60%	84%	89%	*	*	*	*	82%	77%	60%
	2010	81%	84%	81%	85%	71%	79%	92%	> 99%	> 99%	*	*	69%	76%	64%
Science	2011	79%	80%	85%	88%	78%	83%	95%	*	*	*	*	82%	77%	56%
	2010	78%	83%	*	90%	83%	88%	92%	> 99%	> 99%	*	*	80%	85%	75%
Soc Studies	2011	95%	97%	97%	97%	90%	98%	> 99%	*	*	*	*	94%	95%	96%
	2010	94%	97%	97%	97%	98%	96%	98%	> 99%	> 99%	*	*	88%	97%	86%
All Tests	2011	69%	73%	75%	79%	54%	76%	89%	*	*	*	*	76%	70%	44%
	2010	69%	75%	*	78%	67%	66%	88%	> 99%	> 99%	*	*	54%	66%	32%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	91%	92%	84%	89%	96%	> 99%	92%	*	*	86%	87%	73%
	2010	90%	93%	91%	92%	89%	86%	96%	> 99%	n/a	n/a	n/a	86%	88%	66%
Mathematics	2011	84%	88%	87%	89%	80%	86%	93%	86%	92%	*	*	82%	84%	69%
	2010	84%	88%	88%	87%	80%	79%	92%	> 99%	n/a	n/a	n/a	77%	80%	63%
Writing	2011	92%	94%	95%	94%	95%	89%	95%	*	*	*	*	90%	88%	74%
	2010	93%	95%	95%	97%	97%	96%	98%	*	n/a	n/a	n/a	91%	96%	93%
Science	2011	83%	84%	84%	88%	78%	83%	95%	*	*	*	*	82%	77%	56%
	2010	82%	86%	84%	90%	83%	88%	93%	*	n/a	n/a	n/a	80%	85%	75%
Soc Studies	2011	95%	96%	97%	97%	90%	98%	> 99%	*	*	*	*	94%	95%	96%
	2010	94%	96%	97%	97%	98%	95%	99%	*	n/a	n/a	n/a	88%	97%	86%
All Tests	2011	76%	81%	79%	82%	69%	76%	89%	71%	92%	*	*	68%	73%	52%
	2010	76%	81%	79%	81%	74%	70%	88%	> 99%	n/a	n/a	n/a	67%	71%	45%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	38%	41%	26%	33%	49%	29%	58%	*	*	25%	31%	11%
	2010	32%	38%	36%	40%	32%	28%	48%	60%	57%	*	*	21%	28%	8%
Mathematics	2011	29%	32%	30%	28%	18%	21%	34%	43%	50%	*	*	17%	21%	8%
	2010	28%	31%	26%	26%	14%	21%	32%	40%	50%	*	*	11%	16%	7%
Writing	2011	31%	39%	38%	32%	21%	29%	37%	*	*	*	*	17%	24%	3%
	2010	32%	36%	40%	30%	24%	18%	40%	*	*	*	*	11%	22%	< 1%
Science	2011	30%	33%	37%	42%	24%	33%	54%	*	*	*	*	24%	31%	12%
	2010	28%	30%	34%	42%	24%	31%	53%	67%	57%	*	*	16%	27%	< 1%
Soc Studies	2011	47%	51%	45%	48%	21%	41%	62%	*	*	*	*	26%	39%	22%
	2010	45%	51%	40%	56%	29%	46%	71%	67%	71%	*	*	15%	38%	24%
All Tests	2011	16%	19%	16%	18%	10%	12%	24%	14%	42%	*	*	4%	12%	< 1%
	2010	15%	17%	14%	15%	7%	10%	20%	30%	29%	*	*	4%	8%	5%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	91%	92%	> 99%	90%	89%	*	*	*	*	92%	92%	91%
	2010	85%	88%	90%	88%	87%	89%	89%	*	*	*	*	88%	86%	80%
Mathematics	2011	77%	83%	83%	92%	93%	88%	96%	*	*	*	*	92%	88%	90%
	2010	75%	79%	80%	82%	85%	76%	86%	*	*	*	*	82%	83%	70%
Writing	2011	80%	88%	80%	81%	*	67%	88%	*	*	*	*	81%	70%	*
	2010	80%	87%	74%	94%	> 99%	80%	> 99%	*	*	*	*	94%	91%	*
Science	2011	60%	60%	67%	80%	86%	83%	71%	*	*	*	*	80%	87%	*
	2010	58%	58%	69%	92%	*	80%	*	*	*	*	*	92%	> 99%	*
Soc Studies	2011	68%	67%	74%	89%	86%	83%	> 99%	*	*	*	*	89%	86%	*
	2010	67%	68%	75%	83%	*	60%	*	*	*	*	*	83%	83%	*
All Tests	2011	66%	73%	68%	80%	80%	76%	84%	*	*	*	*	80%	76%	82%
	2010	64%	69%	70%	77%	80%	68%	84%	*	*	*	*	77%	76%	64%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	> 99%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2010	93%	96%	> 99%	*	*	*	*	*	*	*	*	*	*	*
2011 TAKS Participation (Grades 3-11)															
Tested		98.6%	99.2%	99.5%	99.3%	100.0%	98.7%	99.6%	100.0%	92.9%	*	*	100.0%	99.1%	93.7%
By Test Version															
TAKS (1 or more)		91.0%	91.6%	91.4%	91.1%	87.8%	88.7%	93.4%	100.0%	92.9%	*	*	30.3%	87.1%	81.1%
Not on TAKS		7.6%	7.6%	8.1%	8.2%	12.2%	9.9%	6.2%	0.0%	0.0%	*	*	69.7%	12.1%	12.6%
TAKS(Acc) Only		2.4%	2.1%	2.2%	1.5%	3.3%	1.3%	1.0%	0.0%	0.0%	*	*	11.8%	1.5%	1.1%
TAKS-M Only		3.1%	3.4%	3.3%	4.9%	6.1%	7.0%	3.5%	0.0%	0.0%	*	*	42.0%	8.1%	10.5%
TAKS-Alt Only		0.9%	0.7%	0.8%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	*	*	0.8%	0.0%	0.0%
Combination		1.3%	1.4%	1.7%	1.8%	2.8%	1.7%	1.6%	0.0%	0.0%	*	*	15.1%	2.4%	1.1%
By Acct Status															
Acct System		94.0%	95.7%	94.5%	94.4%	92.8%	94.4%	95.7%	87.5%	85.7%	*	*	93.3%	93.4%	89.5%
Non-Acct System		4.6%	3.5%	4.7%	4.9%	7.2%	4.3%	3.9%	12.5%	7.1%	*	*	6.7%	5.7%	4.2%
Mobile		4.6%	3.5%	4.7%	4.9%	7.2%	4.3%	3.9%	12.5%	7.1%	*	*	6.7%	5.7%	4.2%
Non-Acct Test		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Not Tested		1.4%	0.8%	0.5%	0.7%	0.0%	1.3%	0.4%	0.0%	7.1%	*	*	0.0%	0.9%	6.3%
Absent		0.1%	0.1%	0.0%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
LEP Exempt		0.9%	0.5%	0.4%	0.5%	0.0%	1.3%	0.0%	0.0%	7.1%	*	*	0.0%	0.9%	5.3%
Other		0.4%	0.2%	0.0%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	*	*	0.0%	0.0%	1.1%
Total Count		3,231,780	15,537	725	1,024	181	302	514	8	14	2	3	119	456	95
2010 TAKS Participation (Grades 3-11)															
Tested		98.6%	99.1%	99.3%	99.9%	99.3%	100.0%	100.0%	100.0%	100.0%	*	-	100.0%	99.8%	100.0%
By Test Version															
TAKS (1 or more)		90.8%	91.4%	91.1%	91.4%	85.1%	90.0%	93.8%	100.0%	100.0%	*	-	31.6%	89.0%	84.6%
Not on TAKS		7.8%	7.7%	8.0%	8.5%	14.2%	10.0%	6.3%	0.0%	0.0%	*	-	68.4%	10.8%	15.4%
TAKS(Acc) Only		2.3%	1.8%	2.1%	1.7%	4.3%	1.0%	1.5%	0.0%	0.0%	*	-	13.7%	1.9%	1.1%
TAKS-M Only		3.3%	3.8%	3.5%	5.1%	8.5%	7.0%	3.1%	0.0%	0.0%	*	-	41.0%	6.3%	12.1%
TAKS-Alt Only		0.8%	0.7%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%
Combination		1.3%	1.3%	1.6%	1.7%	1.4%	2.0%	1.7%	0.0%	0.0%	*	-	13.7%	2.6%	2.2%
By Acct Status															
Acct System		90.0%	91.0%	90.6%	88.1%	83.7%	87.0%	89.4%	100.0%	100.0%	*	-	54.7%	85.7%	84.6%
Non-Acct System		8.6%	8.1%	9.0%	11.8%	15.6%	13.0%	10.6%	0.0%	0.0%	*	-	45.3%	14.1%	15.4%
Mobile		4.4%	3.6%	4.3%	6.8%	7.1%	6.0%	7.5%	0.0%	0.0%	*	-	4.3%	7.7%	3.3%
Non-Acct Test		4.2%	4.5%	4.1%	5.1%	8.5%	7.0%	3.1%	0.0%	0.0%	*	-	41.0%	6.3%	12.1%
Not Tested		1.4%	0.9%	0.7%	0.1%	0.7%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.2%	0.0%
Absent		0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%
LEP Exempt		0.9%	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%
Other		0.4%	0.2%	0.0%	0.1%	0.7%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.2%	0.0%
Total Count		3,175,337	14,816	677	946	141	299	480	10	14	2	0	117	426	91

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	52%	52%	50%	46%	67%	*	*	*	*	64%	46%	33%
	2010	50%	53%	53%	55%	45%	35%	81%	*	*	*	*	68%	41%	26%
Mathematics	2011	42%	43%	43%	36%	31%	32%	48%	*	*	*	*	53%	33%	30%
	2010	45%	52%	43%	43%	42%	39%	49%	*	*	*	*	52%	38%	26%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	74	71	82	61	74	*	*	*	*	98	63	53
	2010	86	90	85	98	93	88	118	*	*	*	*	79	95	78
Mathematics	2011	64	66	61	55	57	45	65	*	*	*	*	39	49	39
	2010	70	77	66	67	51	71	71	*	*	*	*	78	66	74
Student Success Initiative															
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2011	11%	7%	7%	5%	10%	8%	1%	*	*	*	*	6%	9%	24%
	2010	10%	7%	8%	6%	9%	11%	3%	< 1%	< 1%	*	*	8%	10%	41%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	94%	97%	97%	98%	94%	97%	99%	*	*	*	*	97%	96%	88%
	2010	95%	96%	97%	96%	96%	91%	99%	> 99%	> 99%	*	*	92%	93%	68%
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
	2011	20%	17%	17%	18%	40%	16%	11%	*	*	*	*	18%	23%	40%
	2010	20%	16%	19%	16%	30%	21%	10%	< 1%	< 1%	*	*	31%	25%	36%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	88%	92%	92%	93%	88%	92%	94%	*	*	*	*	97%	89%	72%
	2010	88%	92%	91%	92%	84%	88%	96%	> 99%	> 99%	*	*	77%	86%	82%
English Language Learners Progress Indicator															
2010-11		80%	86%	88%	90%	*	89%	*	*	*	*	*	93%	90%	87%
2009-10		79%	85%	83%	85%	*	85%	*	*	*	*	*	79%	85%	82%
Attendance Rate @															
2009-10		95.5%	95.9%	95.9%	95.3%	95.9%	96.1%	94.6%	94.7%	98.1%	*	96.0%	95.0%	95.0%	95.9%
2008-09		95.6%	95.9%	96.2%	95.3%	96.0%	96.0%	94.6%	95.2%	n/a	n/a	n/a	94.6%	95.2%	96.2%
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)															
2009-10		0.2%	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2008-09		0.3%	0.2%	0.0%	0.3%	0.0%	1.0%	0.0%	0.0%	n/a	n/a	n/a	0.0%	0.8%	0.0%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		1,030	100.0%	27,937	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	3.0%	4.5%
	Kindergarten	0	0.0%	0.0%	8.5%	7.6%
	Grade 1	0	0.0%	0.0%	8.5%	7.9%
	Grade 2	0	0.0%	0.0%	8.8%	7.7%
	Grade 3	0	0.0%	0.0%	8.5%	7.6%
	Grade 4	0	0.0%	0.0%	7.9%	7.6%
	Grade 5	0	0.0%	10.4%	7.9%	7.6%
	Grade 6	358	34.8%	29.3%	7.2%	7.4%
	Grade 7	342	33.2%	30.7%	7.1%	7.3%
	Grade 8	330	32.0%	29.7%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	178	17.3%	13.0%	11.6%	12.9%
	Hispanic	297	28.8%	30.6%	30.8%	50.3%
	White	513	49.8%	49.8%	52.9%	31.2%
	Native American	7	0.7%	0.7%	0.9%	0.5%
	Asian	10	1.0%	3.3%	2.6%	3.4%
	Pacific Islander	2	0.2%	0.2%	0.1%	0.1%
	Two or More Races	23	2.2%	2.5%	1.2%	1.6%
Economically Disadvantaged		461	44.8%	45.6%	41.5%	59.2%
Limited English Proficient (LEP)		91	8.8%	6.1%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		17	1.6%	2.4%	1.3%	1.9%
At-Risk		416	40.4%	34.0%	35.1%	46.3%
Mobility (2009-10)		203	19.1%	13.6%	17.1%	18.2%
Number of Students per Teacher		15.0	n/a	14.6	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	-	-	2.1%	2.3%	-	-	14.3%	10.7%
Grade 1	-	-	1.5%	4.7%	-	-	8.5%	8.9%
Grade 2	-	-	0.8%	2.8%	-	-	3.8%	4.1%
Grade 3	-	-	1.1%	2.0%	-	-	1.4%	1.8%
Grade 4	-	-	0.1%	1.1%	-	-	0.4%	0.9%
Grade 5	-	1.1%	0.4%	1.3%	-	1.8%	2.0%	1.3%
Grade 6	0.4%	0.6%	0.1%	0.7%	0.0%	1.3%	3.7%	1.2%
Grade 7	0.0%	0.7%	0.2%	1.0%	0.0%	1.1%	1.4%	1.4%
Grade 8	0.8%	1.1%	0.1%	1.2%	0.0%	0.9%	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.8	19.0
	Grade 1	-	-	18.9	18.9
	Grade 2	-	-	18.8	18.8
	Grade 3	-	-	19.1	18.8
	Grade 4	-	-	20.3	19.0
	Grade 5	-	24.5	21.9	21.4
	Grade 6	22.2	20.1	20.9	20.7
	Mixed Grades	-	16.8	19.2	23.9
Secondary:	English/Language Arts	22.5	17.9	20.4	17.3
	Foreign Languages	7.5	21.3	18.8	19.0
	Mathematics	22.6	18.0	19.4	17.9
	Science	26.8	19.6	22.9	19.0
	Social Studies	25.7	20.6	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	94.2	100.0%	100.0%	100.0%	100.0%
Professional Staff:	81.8	86.8%	87.3%	72.3%	63.4%
Teachers	68.6	72.8%	75.9%	56.2%	50.5%
Professional Support	10.2	10.9%	7.3%	12.8%	9.0%
Campus Admin. (School Leader.)	3.0	3.2%	4.1%	2.7%	2.8%
Educational Aides:	12.4	13.2%	12.7%	7.9%	9.5%
Total Minority Staff:	26.9	28.6%	17.0%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	10.0	14.5%	6.4%	6.5%	9.3%
Hispanic	4.0	5.8%	6.0%	11.7%	23.7%
White	53.6	78.2%	84.4%	78.4%	63.9%
American Indian	1.0	1.5%	0.3%	0.8%	0.4%
Asian	0.0	0.0%	0.8%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	0.0	0.0%	2.0%	2.1%	1.3%
Males	22.2	32.4%	23.1%	24.0%	23.2%
Females	46.4	67.6%	76.9%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	4.0	5.8%	5.6%	4.8%	6.0%
1-5 Years Experience	35.9	52.3%	30.1%	31.8%	30.0%
6-10 Years Experience	8.5	12.4%	20.1%	22.7%	21.1%
11-20 Years Experience	13.0	18.9%	25.2%	25.5%	25.0%
0ver 20 Years Experience	7.2	10.5%	19.0%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	8.2 yrs.	11.6 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	4.3 yrs.	7.4 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,600	$43,285	$45,521	$41,272
1-5 Years Experience	$47,325	$44,561	$47,448	$44,013
6-10 Years Experience	$47,787	$46,537	$48,287	$46,604
11-20 Years Experience	$51,815	$50,385	$51,852	$50,476
Over 20 Years Experience	$65,491	$58,598	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$50,107	$49,022	$51,120	$48,638
Professional Support	$53,960	$54,202	$55,177	$57,045
Campus Administration (School Leadership)	$68,324	$70,641	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	3.5	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$6,231,437	100.0%	$6,546	$6,726,923	100.0%	$7,066	$182,827,277	100.0%	$6,440
Instruction (11,95)	$4,210,815	67.6%	$4,423	$4,385,140	65.2%	$4,606	$131,237,950	71.8%	$4,623
Instructional-Related Services (12,13)	$214,728	3.4%	$226	$231,868	3.4%	$244	$6,100,322	3.3%	$215
Instructional Leadership (21)	$67,393	1.1%	$71	$67,393	1.0%	$71	$2,384,143	1.3%	$84
School Leadership (23)	$382,312	6.1%	$402	$382,537	5.7%	$402	$13,003,493	7.1%	$458
Support Services-Student (31,32,33)	$549,253	8.8%	$577	$549,253	8.2%	$577	$10,359,401	5.7%	$365
Other Campus Costs (35,36,51,52,53)	$806,936	12.9%	$848	$1,110,732	16.5%	$1,167	$19,741,968	10.8%	$695
By Program:									
Total Operating Expenditures	$5,424,501	100.0%	$5,698	$5,608,395	100.0%	$5,891	$161,630,456	100.0%	$5,693
Bilingual/ESL Education (25)	$51,760	1.0%	$54	$51,760	0.9%	$54	$2,284,323	1.4%	$80
Career & Technical Education (22)	$0	0.0%	$0	$173	0.0%	$0	$1,047,203	0.6%	$37
Accelerated Education (24,30)	$55,140	1.0%	$58	$197,680	3.5%	$208	$12,210,442	7.6%	$430
Gifted & Talented Education (21)	$133,982	2.5%	$141	$133,982	2.4%	$141	$4,960,717	3.1%	$175
Regular Education (11)	$3,953,863	72.9%	$4,153	$3,953,863	70.5%	$4,153	$112,212,726	69.4%	$3,953
Special Education (23)	$1,229,756	22.7%	$1,292	$1,270,937	22.7%	$1,335	$27,975,030	17.3%	$985
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$784,812	0.5%	$28
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$155,203	0.1%	$5

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	91	8.8%	5.5%	14.3%	16.2%
Career & Technical Education	0	0.0%	10.4%	16.7%	21.0%
Gifted & Talented Education	93	9.0%	11.1%	8.7%	7.7%
Special Education	128	12.4%	10.2%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.4	0.6%	1.7%	7.1%	5.5%
Career & Technical Education	3.0	4.3%	1.7%	3.6%	4.0%
Compensatory Education	0.5	0.8%	2.6%	5.0%	2.9%
Gifted & Talented Education	1.4	2.0%	2.9%	1.7%	1.9%
Regular Education	55.7	81.2%	73.5%	68.0%	73.4%
Special Education	7.6	11.1%	11.0%	12.0%	9.1%
Other	0.0	0.0%	6.7%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% Afr_Amer	% LEP
011901041		BASTROP MIDDLE	BASTROP ISD	51.5	55.9	35.0	17.3	9.3	6.2
011901104		BASTROP INT	BASTROP ISD	49.1	59.1	39.2	10.5	8.9	8.6
014906046		EASTERN HILLS MIDDLE	KILLEEN ISD	46.9	48.8	23.7	29.4	22.4	3.7
026902041		SOMERVILLE J H	SOMERVILLE ISD	50.5	71.6	26.3	20.5	22.1	5.3
036901041		ANAHUAC MIDDLE	ANAHUAC ISD	50.2	50.2	29.2	12.0	15.2	2.2
043905041		STALEY MIDDLE SCHOOL	FRISCO ISD	49.8	34.0	30.7	9.5	11.9	4.6
043905047		ROACH MIDDLE SCHOOL	FRISCO ISD	49.9	17.9	17.6	10.0	18.1	2.6
043910043		WILSON MIDDLE	PLANO ISD	50.8	35.7	26.7	11.3	11.9	8.9
043910052		FRANKFORD MIDDLE	PLANO ISD	49.7	27.0	21.3	12.3	13.3	5.7
050910041		COPPERAS COVE J H	COPPERAS COVE ISD	52.7	46.2	18.5	16.4	18.6	1.4
061901044		STRICKLAND MIDDLE	DENTON ISD	47.5	54.5	39.3	13.5	9.6	13.7
061901047	>	NAVO MIDDLE	DENTON ISD	49.8	44.8	28.8	19.1	17.3	8.8
061902044		GRIFFIN MIDDLE	LEWISVILLE ISD	51.2	37.7	30.2	12.3	9.1	6.6
061902046		LAKEVIEW MIDDLE	LEWISVILLE ISD	49.1	40.2	30.7	16.2	10.5	6.7
070911041		RED OAK J H	RED OAK ISD	50.1	40.1	28.6	10.4	18.2	3.5
070911104		RED OAK INT	RED OAK ISD	50.7	44.8	31.6	11.3	15.8	4.8
070912042		EDDIE FINLEY SR SEVENTH	WAXAHACHIE ISD	51.1	51.1	32.6	12.6	14.5	2.7
076904041		ROTAN J H	ROTAN ISD	47.4	66.7	38.6	9.0	7.0	5.3
091906042		PINER MIDDLE SCHOOL	SHERMAN ISD	47.8	62.5	32.9	15.7	13.1	7.6
092904041		PINE TREE J H	PINE TREE ISD	50.8	50.1	25.7	16.0	20.6	5.8
092904043		PINE TREE MIDDLE	PINE TREE ISD	51.5	55.6	25.7	13.8	20.5	12.1
101906042		CROSBY MIDDLE	CROSBY ISD	48.5	46.6	27.4	12.7	18.4	3.6
101906104		DREW INTERMEDIATE	CROSBY ISD	49.5	50.2	28.9	11.2	18.3	5.5
101914042		WEST MEMORIAL J H	KATY ISD	49.0	41.3	33.8	12.1	9.7	4.2
101915045		KLEB INT	KLEIN ISD	52.6	25.3	26.4	11.1	9.6	3.4
101915048		KRIMMEL INTERMED	KLEIN ISD	50.0	26.0	27.8	11.8	10.5	3.9
120901042		EDNA J H	EDNA ISD	50.0	55.4	34.0	12.8	15.3	4.1
154901041		MADISONVILLE JUNIOR HIGH	MADISONVILLE CISD	48.4	69.9	26.3	11.7	24.3	4.4
166904041		ROCKDALE J H	ROCKDALE ISD	49.4	63.8	37.0	13.4	12.1	2.1
170902073		CRYAR INTERMEDIATE	CONROE ISD	46.9	52.4	32.1	18.3	15.0	6.4
178914105		FLOUR BLUFF INT	FLOUR BLUFF ISD	52.5	49.2	38.1	15.5	4.8	1.7
220901045		BAILEY J H	ARLINGTON ISD	47.1	51.7	32.0	16.4	13.5	9.1
220902042		NORTH RICHLAND MIDDLE	BIRDVILLE ISD	48.9	60.1	35.6	15.1	8.1	8.2
220908204		DONNA SHEPARD INT	MANSFIELD ISD	49.5	47.4	32.6	10.7	12.7	16.0
220912112		S H CROWLEY INT	CROWLEY ISD	49.4	46.1	21.9	16.9	18.7	3.1
220914041		KENNEDALE J H	KENNEDALE ISD	52.7	38.4	20.4	12.6	18.6	1.8
227901060		SMALL M S	AUSTIN ISD	46.9	34.0	38.7	9.8	5.9	6.7
237904043		SCHULTZ J H	WALLER ISD	50.8	58.7	38.3	16.9	7.5	16.1
243905045		ZUNDELOWITZ MIDDLE	WICHITA FALLS ISD	50.9	44.5	39.1	10.4	5.9	3.4
244903041		VERNON MIDDLE SCHOOL	VERNON ISD	47.6	60.1	38.2	10.8	10.6	3.5
246913042		LEANDER MIDDLE	LEANDER ISD	49.0	52.7	39.8	13.9	6.7	7.1
		Group Average		49.8	45.6	30.6	13.6	13.0	6.1

*** Order of columns will vary on lists for other campuses ***

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
BASTROP MIDDLE	567	726	771	74	45	Q2	559	721	745	54	24	Q2
BASTROP INT	582	665	712	62	46	Q1	591	660	712	64	52	Q1
EASTERN HILLS MIDDLE	578	749	783	55	34	Q4	577	720	742	71	22	Q3
SOMERVILLE J H	67	681	723	61	42	Q2	66	674	676	15	2	Q4
ANAHUAC MIDDLE	259	742	775	68	33	Q4	259	732	755	78	23	Q3
STALEY MIDDLE SCHOOL	529	773	821	86	47	Q1	532	764	806	86	41	Q1
ROACH MIDDLE SCHOOL	552	777	816	96	39	Q3	549	769	791	72	22	Q3
WILSON MIDDLE	796	760	809	75	49	Q1	792	747	762	59	15	Q4
FRANKFORD MIDDLE	994	777	830	91	54	Q1	988	769	796	58	27	Q2
COPPERAS COVE J H	674	745	792	73	47	Q1	671	734	765	68	31	Q2
STRICKLAND MIDDLE	693	736	777	63	42	Q2	689	725	737	49	12	Q4
> NAVO MIDDLE	864	741	783	71	43	Q2	859	722	753	55	32	Q1
GRIFFIN MIDDLE	597	747	790	76	42	Q2	596	719	741	51	22	Q3
LAKEVIEW MIDDLE	656	741	788	90	46	Q1	658	733	762	71	29	Q2
RED OAK J H	735	750	792	74	42	Q2	727	735	739	40	5	Q4
RED OAK INT	712	681	718	75	37	Q4	721	683	706	40	23	Q3
EDDIE FINLEY SR SEVE	447	738	783	78	45	Q2	445	735	748	58	13	Q4
ROTAN J H	46	750	792	-	42	Q2	45	750	780	142	29	Q2
PINER MIDDLE SCHOOL	818	755	801	77	46	Q1	803	739	762	48	23	Q3
PINE TREE J H	594	745	796	74	51	Q1	595	720	750	64	30	Q2
PINE TREE MIDDLE	604	670	710	70	40	Q3	604	672	708	55	36	Q1
CROSBY MIDDLE	695	748	790	65	43	Q2	707	731	738	43	8	Q4
DREW INTERMEDIATE	637	677	725	66	49	Q1	645	679	715	45	36	Q1
WEST MEMORIAL J H	661	756	791	79	35	Q4	663	733	754	77	21	Q3
KLEB INT	1091	766	807	75	41	Q3	1088	758	778	64	20	Q3
KRIMMEL INTERMED	892	771	812	82	41	Q3	891	753	771	54	18	Q4
EDNA J H	254	724	766	67	42	Q2	251	708	744	67	36	Q1
MADISONVILLE JUNIOR	431	735	783	74	47	Q1	428	727	765	71	38	Q1
ROCKDALE J H	338	730	768	58	38	Q4	337	717	741	41	25	Q2
CRYAR INTERMEDIATE	508	695	733	80	38	Q4	512	702	735	88	33	Q1
FLOUR BLUFF INT	719	693	732	79	38	Q4	725	681	718	64	37	Q1
BAILEY J H	736	771	819	76	48	Q1	740	752	794	79	42	Q1
NORTH RICHLAND MIDDL	716	738	776	69	38	Q4	719	712	727	57	15	Q4
DONNA SHEPARD INT	643	697	741	79	44	Q2	669	686	714	62	28	Q2
S H CROWLEY INT	408	680	722	79	42	Q2	408	661	709	68	48	Q1
KENNEDALE J H	437	767	816	88	49	Q1	435	748	769	57	21	Q3
SMALL M S	806	761	796	57	35	Q4	818	747	761	49	14	Q4
SCHULTZ J H	575	739	776	59	36	Q4	584	728	750	58	22	Q3
ZUNDELOWITZ MIDDLE	550	755	796	61	41	Q3	550	740	767	74	27	Q2
VERNON MIDDLE SCHOOL	367	730	770	51	40	Q3	367	720	740	59	20	Q3
LEANDER MIDDLE	654	740	785	69	45	Q2	667	729	760	67	31	Q2
Group Average	576	737	780	72	43	--	577	725	750	59	25	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Navo Middle School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Navo Middle School's Mission Statement

The mission of Navo Middle School, in collaboration and open communication with the learning community, is to empower our students to become self-confident, respectful, and responsible citizens through maintaining high expectations, embracing diversity, and providing a safe, positive learning environment.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Navo Middle School Campus Improvement Plan
Middle School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
6	All	302	86	35	347	89	40		
6	AA	47	85	36	58	78	26		
6	Hispanic	79	77	20	91	81	30		
6	White	171	91	40	185	97	50		
6	Eco. Dis.	128	80	25	142	82	30		
6	SPED	26	69	23	19	74	16		
6	LEP C	34	59	12	25	60	4		
6	LEP M1	5	100	0					
6	LEP M2	11	91	45					
7	All	291	93	33	300	87	29		
7	AA	38	82	16	57	75	19		
7	Hispanic	89	87	22	79	86	18		
7	White	160	99	43	159	92	36		
7	Eco. Dis.	128	86	21	131	81	21		
7	SPED	19	95	21	22	73	27		
7	LEP C	26	69	4	28	68	0		
7	LEP M1								
7	LEP M2	5	100	20					

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	292	97	54	306	97	54		
8	AA	44	95	41	49	94	33		
8	Hispanic	80	93	35	105	94	45		
8	White	157	99	66	144	100	67		
8	Eco. Dis.	135	95	38	134	94	43		
8	SPED	15	93	27	17	100	29		
8	LEP C	19	68	0	25	80	16		
8	LEP M1	6	100						
8	LEP M2								

Navo Middle School Campus Improvement Plan
Middle School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
7	All	281	97	31	301	93	34		
7	AA	39	95	18	60	90	20		
7	Hispanic	90	96	20	79	91	32		
7	White	148	98	41	157	96	38		
7	Eco. Dis.	123	94	24	133	89	26		
7	SPED	17	88	12	26	96	27		
7	LEP C	26	92	0	27	74	4		
7	LEP M1								
7	LEP M2	5	100	40					

Navo Middle School Campus Improvement Plan
Middle School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
6	All	299	87	31	346	88	32		
6	AA	47	77	26	57	77	30		
6	Hispanic	76	79	25	92	82	26		
6	White	171	93	35	184	94	36		
6	Eco. Dis.	127	79	18	143	85	30		
6	SPED	23	78	13	17	47	6		
6	LEP C	34	65	12	26	65	12		
6	LEP M1	5	100	40					
6	LEP M2	11	91	27					
7	All	288	80	19	296	84	23		
7	AA	39	69	8	56	68	9		
7	Hispanic	88	72	14	77	83	18		
7	White	157	87	24	158	91	28		
7	Eco. Dis.	127	72	11	128	78	16		
7	SPED	17	53	6	18	72	0		
7	LEP C	26	38	0	28	68	11		
7	LEP M1								
7	LEP M2	5	80	20					

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	290	92	29	302	90	26		
8	AA	44	84	7	50	86	12		
8	Hispanic	80	91	24	103	87	17		
8	White	155	94	36	141	94	37		
8	Eco. Dis.	134	86	19	134	85	15		
8	SPED	13	77	0	13	85	15		
8	LEP C	19	89	0	25	60	4		
8	LEP M1	6	100						
8	LEP M2								

Navo Middle School Campus Improvement Plan
Middle School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	283	88	42	302	88	43		
8	AA	40	80	25	47	74	26		
8	Hispanic	80	86	25	104	82	33		
8	White	152	91	54	139	96	56		
8	Eco. Dis.	132	83	26	136	76	33		
8	SPED	17	71	24	15	80	33		
8	LEP C	17	71	0	24	50	8		
8	LEP M1	6	83	0					
8	LEP M2								

Navo Middle School Campus Improvement Plan
Middle School-Level Performance Data

Social Studies

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	285	98	56	301	98	49		
8	AA	41	98	34	48	92	23		
8	Hispanic	80	98	43	101	98	40		
8	White	153	99	69	140	100	64		
8	Eco. Dis.	131	98	37	132	96	40		
8	SPED	18	94	22	18	100	28		
8	LEP C	18	89	22	22	91	18		
8	LEP M1	6	100	17					
8	LEP M2								

Navo Middle School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Navo Middle School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- AEIS Reports
- Eschool Attendance Reports
- Eschool Class Counts
- Navo MS Master Schedule
- PEIMS Reports
- Parent/School communication logs

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Diversity in Student Groups (17% AA, 30% Hisp., 51% White, 2% Other ethnicity)
- Seeing increase in advanced course placement
- Ability to manage large student body
- Over 95% average daily attendance

Needs

- Improvement in attendance for at risk students
- Improvement in addressing the unique needs of LEP students in all areas

Summary of Needs

- Additional staff development for meeting the needs of at-risk students
- Additional staff development for meeting the needs of SPED students
- Improve school to home communication for students with attendance issues

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- State Assessment Data
- Classroom Assessment Data
- District Assessment Data
- State and Federal Accountability

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Quality of Staff
- Evidence of continuous student improvement
- TEA Recognized Campus for the last three years
- NCEA Texas Higher Performing School for the last two years
- Met AYP every year
- Increase in ELL Progress Indicator from 85% in 2011 to 90% in 2012
- Increase in overall math student performance
- Hispanic TAKS pass percentage increased from 79% in 2011 to 86% in 2012

Needs

- Emphasis on strategies to improve student achievement among African American students
- Emphasis on strategies to improve student achievement among LEP students
- Emphasis on strategies to improve student achievement among SPED students
- Improvement in math acceleration/intervention course instruction
- Improvement in instructional strategies to meet the needs of unsuccessful readers.

Summary of Needs

- Emphasis on proven, researched, best practice strategies for increasing the academic achievement of SPED students
- Emphasis on proven, researched, best practice strategies for increasing the academic achievement of LEP students
- Emphasis on proven, researched, best practice strategies for increasing the academic achievement of African American students
- Staff development on preparing for the increased rigor of STAAR assessment
- Improvement in instructional strategies to meet the needs of unsuccessful readers

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Team Leader PLC Focus Groups
- Classroom and School Walkthrough Data
- Parent Conferences
- District Staff Development

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Staff always looks for opportunities to improve campus climate
- School Resource Officer is excellent student and staff resource
- Culture of academic excellence
- Very low DAEP referral

Needs

- Systemized, building wide, discipline expectations
- Increase parent/community involvement
- Increase specialized services provided through counseling department (individual/group counseling services)

Summary of Needs

- Need for a systemized, building-wide, discipline management system
- CHAMPS discipline management system mandated building-wide
- Increase parent and community involvement in school activities and operations
- Increase specialized services provided through counseling department (individual/group counseling services)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- AEIS Report
- Teacher Student Ratios
- Teacher Professional Development Records

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 100% Highly Qualified Staff
- Low Staff Mobility
- Teachers take advantage of optional district led professional development
- Staff Recognition (Pink Panther Awards)

Needs

- Strengthen new staff member mentor program
- Increase teachers participation in district led optional staff development
- Find additional opportunities to celebrate staff
- Increase percentage of teachers with ESL Certification

Summary of Needs

- Develop and strengthen new staff member mentor/orientation program
- Implore teachers to seek out additional, optional professional development opportunities
- Find additional opportunities to celebrate staff
- Continue the development of Professional Learning Communities on campus
- Increase percentage of teachers with ESL Certification

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- Denton ISD Scope and Sequence
- Professional Learning Communities
- Professional Development
- Common Assessments
- Campus Bell Schedule
- State Assessment Data

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Instruction is aligned with TEKS
- Instruction is aligned with DISD Scope and Sequence
- Instruction is aligned with College and Career Readiness
- Use of successful, research based strategies
- Backward Design Methodology

Needs

- Professional Development on developing formative assessments
- Improvement in administrator appraisal and observation
- Work to ensure that daily classroom assessment is aligned to state assessment

Summary of Needs

- Additional professional development in creating and understanding formative assessments
- Opportunities for staff to gain an understanding of the accountability system with the move from TAKS to STAAR
- Continue with the development of core area TEKS specific professional learning comunities
- Work to ensure that daily classroom assessment is aligned to state assessment

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- Parent Surveys
- PTA Meeting Records
- Open House/Parent Meeting/Parent Conference Records

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Caring and Involved parents
- Supportive business and community partnerships
- WATCHD.O.G.S Dad's Organization

Needs

- Strengthen PTA/School Partnership
- Increase parent involvement/presence on campus

Summary of Needs

- Provide increased opportunities for parent involvement at the campus
- Strengthen partnership with Navo PTA/dual goals for increasing parent involvement

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- Master schedule
- Mentor teachers
- 21st Century Communities in Schools
- Teacher/Team/Schoolwide Communication

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Master schedule built around student needs
- Opportunities for every student to be involved in an team, group, activity
- Teaming

Needs

- Opportunities for "off team" teachers to collaborate with grade level during the school day
- Continue to assess, alter, redefine duty and supervision stations and procedures

Summary of Needs

- Create opportunities for teachers who are off team to collaborate and plan with grade level cohorts
- Continue to strengthen PLCs
- Continue to assess, alter, redefine duty and supervision stations and procedures

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- StaR Chart
- Technology Professional Development
- Assessment of Technology Skills for Students
- Technology Policies and Procedures
- Technology Resource Allocation

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Abundance of Technology Resources
- Opportunities for Technology Staff Development
- Technology designed to support student mastery of TEKS
- Technology used for assessment
- Staff feels comfortable integrating technology

Needs

- Additional Mobi/CPS Units
- Staff needs additional professional development in integrating technology
- Explore the use of social media for technology communication
- Increase the percentage of teachers who consistently integrate technology into their daily instruction

Summary of Needs

- Core area specific technology integration staff development
- Begin technology integration PLC
- Increase the percentage of teachers who consistently integrate technology into their daily instruction
- Explore using social media for schoolwide communication

Comprehensive Needs Assessment Summary of Priority Needs
Navo Middle School

Demographics:
Additional staff development for meeting the needs of at-risk students
Additional staff development for meeting the needs of SPED students
Improve school to home communication for students with attendance issues

Student Achievement:
Emphasis on proven, researched, best practice strategies for increasing the academic achievement of SPED students
Emphasis on proven, researched, best practice strategies for increasing the academic achievement of LEP students
Emphasis on proven, researched, best practice strategies for increasing the academic achievement of African American students
Staff development on preparing for the increased rigor of STAAR assessment
Improvement in instructional strategies to meet the needs of unsuccessful readers

School Culture and Climate:
Need for a systemized, building-wide, discipline management system
CHAMPS discipline management system mandated building-wide
Increase parent and community involvement in school activities and operations
Increase specialized services provided through counseling department (individual/group counseling services)

Teacher Quality:
Develop and strengthen new staff member mentor/orientation program
Implore teachers to seek out additional, optional professional development opportunities
Find additional opportunities to celebrate staff
Continue the development of Professional Learning Communities on campus
Increase percentage of teachers with ESL Certification

Curriculum, Instruction and Assessment:
Additional professional development in creating and understanding formative assessments
Opportunities for staff to gain an understanding of the accountability system with the move from TAKS to STAAR
Continue with the development of core area TEKS specific professional learning comunities
Work to ensure that daily classroom assessment is aligned to state assessment

Family and Community Involvement:
Provide increased opportunities for parent involvement at the campus
Strengthen partnership with Navo PTA/dual goals for increasing parent involvement

School Content and Organization:
Create opportunities for teachers who are off team to collaborate and plan with grade level cohorts
Continue to strengthen PLCs
Continue to assess, alter, redefine duty and supervision stations and procedures

Technology:
Core area specific technology integration staff development
Begin technology integration PLC
Increase the percentage of teachers who consistently integrate technology into their daily instruction
Explore using social media for schoolwide communication

Board Summary
Campus Improvement Plans
2011-12

Navo Middle School

Wildy Important Goals for 2011-12
WIG 1: Navo Middle School will become a TEA Exemplary campus by June 2013. Individual student performance on the STAAR Reading assessment will be at least 75% of items answered correctly in all accountability groups by June 2012. Individual student performance on the STAAR Writing assessment will be at least 80% of items answered correctly and all students scoring at least at the minimum standard for succes on the written composition portion of the STAAR in all accountability groups by June 2012.
WIG 2: Navo Middle School will become a TEA Exemplary campus by June 2013. Individual student performance on the STAAR Mathematics assessment will be at least 75% of items answered correctly in all accountability groups by June 2012.
WIG 3: Navo Middle School will become a TEA Exemplary campus by June 2013. Individual student performance on the STAAR Science assessment will be at least 75% of items answered correctly in all accountability groups by June 2012.
WIG 5: Navo Middle School will become a TEA Exemplary campus by June 2013. Individual student performance on the STAAR Social Studies assessment will be at least 75% of items answered correctly in all accountability groups by June 2012.
WIG 6: Increase and enhance parent/community involvement in the educational process at Navo MS by 10% by June 2012, while continuing to develop and implement programs and strategies to improve the safety and security of Navo Middle School students, personnel, and community.

Campus Improvement Plan
Navo Middle School

WIG 1

Navo Middle School will become a TEA Exemplary campus by June 2013.
Individual student performance on the STAAR Reading assessment will be at least 75% of items answered correctly in all accountability groups by June 2012. Individual student performance on the STAAR Writing assessment will be at least 80% of items answered correctly and all students scoring at least at the minimum standard for succes on the written composition portion of the STAAR in all accountability groups by June 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Writing: -Implement new TEKS according to the district scope & sequence **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies Benchmark Assessments TAKS Sample Materials (Until STAAR materials become available) Textbooks and supplemental materials Instructional Budget Project READ materials Classworks software District curriculum document	[ ]	[ ]		6 week Common Formative Assessments Progress Reports Report Cards	End of Year Common Assessments STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
-Provide high quality instruction on the different genres of writing **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies TAKS Sample Materials (until STAAR materials become available) Instructional Budget	[ ]	[ ]		6 week Common Formative Assessments Progress Reports Report Cards	End of Year Common Assessments STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
-Provide high quality instruction in peer editing of writing samples **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies	[ ]	[ ]		Assessments 6 week Common Formative Assessments Progress Reports Report Cards	End of Year Common Assessments STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
-Focus on mastery of content-specific academic vocabulary **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies District Academic Vocabulary Word Lists	[ ]	[ ]		6 week Common Formative Assessments Progress Reports Report Cards	End of Year Common Assessments STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Incorporate journal writing **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies	[ ]	[ ]		6 week Common Formative Assessments Progress Reports Report Cards	End of Year Common Assessments STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
-Review and reinforce specific written expression skills through differentiated instruction **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies Thinking Maps	[ ]	[ ]		6 week Common Formative Assessments	End of Year Common Assessments STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Writing instruction will reflect all traits of the writing process **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies	[ ]	[ ]		6 week Common Formative Assessments Progress Reports Report Cards	End of Year Common Assessments STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
-Utilize strategies to meet ELPS **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	SIOP intstructional, academic, and classrooom vocabulary materials and supplies	[ ]	[ ]		6 week Common Formative Assessments Progress Reports	End of Year Common Assessments STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide time for department to meet, discuss, and plan vertical alignment within our building and across the district ; plan common lessons and use data to make curriculum and instructional decisions **Person(s) Responsible:** Department Teams Grade Level Teams **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Substitutes for collaborative planning/meeting days	[ ]	[ ]		Common Assessments 6 Week Grade Reports	STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize Classworks software in English instruction in individual and whole group setting **Person(s) Responsible:** English Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classworks Software Computer Labs Projector Document camera	[ ]	[ ]		Common Assessments 6 Week Grade Reports	STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Reading: -Implement new district curriculum according to the district scope &sequence **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	General Instructional Budget Materials and Supplies Library Textbooks Scholastic Reading Inventory, Reading Counts and Read 180 software Kamico materials Classworks software Ellis Software	[ ]	[ ]		6 Week Common Formative Assessments 3 Week Progress Reports Report Cards	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Focus on drawing conclusions and inferences. **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies Kamico Materials Classworks software Textbooks Board games 100 Book Challenge Books	[X]	[ ]		6 Week Common Formative Assessments 3 Week Progress Reports Report Cards	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Incorporate nonfiction materials into reading classes **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies 100 Book Challenge Books Library	[ ]	[ ]		6 Week Common Formative Assessments 3 Week Progress Reports Report Cards	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Introduce comparisons across texts and paired selections with respect to genre, treatment, scope and organization **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies Kamico Materials Classworks software Library 100 Book Challenge Books Textbook	[ ]	[ ]		6 Week Common Formative Assessments 3 Week Progress Reports Report Cards	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Focus on mastery of content specific academic vocabulary **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Academic Vocabulary List Academic Vocabulary resources provided by district	[ ]	[ ]		6 Week Common Formative Assessments	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Review and reinforce specific reading comprehension skills through differentiated instruction **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies Kamico Materials Classworks software Textbook 100 Book Challenge Books	[ ]	[ ]		6 Week Common Formative Assessments 3 Week Progress Reports Report Cards	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize strategies to meet ELPS **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Textbook Utilize ELPS Flip Book as resource to academic language instruction	[ ]	[ ]		6 Week Common Formative Assessments 3 Week Progress Reports Report Cards	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
-Utilize the ELLIS Software in the ESL classes to improve reading skills **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Computer Lab	[ ]	[ ]		6 Week Common Formative Assessments	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize classworks software for acceleration to improve reading skills through individual instruction **Person(s) Responsible:** ELA Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Classworks Software Overhead Projector/Document Camera Computers	[ ]	[ ]		6 Week Common Formative Assessments 3 Week Progress Reports Report Cards	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide time for department to meet, discuss, and plan vertical alignment within our building and across the district ; plan common lessons and assessments, and use data to make curriculum and instructional decisions **Person(s) Responsible:** Collaboration team of teachers and related staff **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Substitute teachers	[ ]	[ ]		3 Week Progress Reports Common Assessments 6 Week Grade Reports	STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide a technology based/hands on mandatory after school tutoring program for targeted students which addresses specific TAKS related areas showing a need for improvement as reflected in assessment data **Person(s) Responsible:** Reading Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Additional laptop computers to support the computer program and the increase in students participating in the program Real World Problem- Solving based board games. Funds for payroll for after school/Saturday tutorial program Study Buddies with Standards Based ELA Cartridges	[ ]	[ ]		3 Week Progress Reports Common Assessments 6 Week Grade Reports	STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Navo Middle School

WIG 2

Navo Middle School will become a TEA Exemplary campus by June 2013.
Individual student performance on the STAAR Mathematics assessment will be at least 75% of items answered correctly in all accountability groups by June 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Math: Implement Denton ISD Math 6-8 Scope and Sequence through targeted differentiated instruction designed to meet specific TEKS, student expectations and objectives. **Person(s) Responsible:** Campus Administration Math Department Chair Math Teachers District Math Curriculum Staff **Completion Date:** August 2011-June 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Utilize math practice software in computer labs. Math Professional Development. Textbooks Instructional Budget Materials and Supplies	[ ]	[ ]		STAAR Common Formative Assessments 3 Weeek Progress Reports 6 Week Grade Reports	STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize common math formative assessments to assess student learning of TEKS **Person(s) Responsible:** Campus Administration Math Department Chair Math Teachers District Math Curriculum Staff **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Math Benchmark Assessments Bonus Round Assessments Professional Development in building common formative assessments AWARE MSTAR Universal Screeners	[ ]	[ ]		STAAR Common Formative Assessments 3 Weeek Progress Reports 6 Week Grade Reports	STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Utilize math practice software in computer labs **Person(s) Responsible:** Math Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Computer Labs	[ ]	[ ]		STAAR Common Formative Assessments 3 Weeek Progress Reports 6 Week Grade Reports	STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Offer accelerated math courses for students who did not meet minimum standards on previous year's TAKS **Person(s) Responsible:** Accelerated Math Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Accelerated Math Instructors Classworks Study Buddies with Math Standards Based Cartridges Project Share Lessons MSTAR Universal Screener Curriculum on Wheels (COW)	[ ]	[ ]		3 Week Progress Reports Common Assessments 6 Week Grade Reports	STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide time for department to meet, discuss, and plan vertical alignment within our building and across the district ; Provide time for the department to build common assessments, plan common lessons, and use data to make curriculum and instructional decisions **Person(s) Responsible:** Collaborative Grade Level Team Collaborative Department Team **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Substitutes	[ ]	[ ]		3 Week Progress Reports Common Assessments 6 Week Grade Reports	STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Build and support the academic vocabulary of math students **Person(s) Responsible:** District curriculum staff campus administrators teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Professional Development in Academic Vocabulary	[ ]	[ ]		3 Week Progress Reports Common Assessments 6 Week Grade Reports	STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide a technology based/hands on mandatory after school tutoring program for targeted students which addresses specific STAAR related areas showing a need for improvement as reflected in assessment data **Person(s) Responsible:** Math Department Chair MathTeachers **Completion Date:** Oct 2011-May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Computer Labs Real World Problem-Solving based board games Funds for payroll for extra duty pay for after school/Saturday tutorial program Study Buddies with Standards Based Math Cartridges	[ ]	[ ]		Common Assessments Bonus Round Assessments	STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
"Panther Push" STAAR Math Focus Period **Person(s) Responsible:** Math Department Chair **Completion Date:** April 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	STAAR Prep Lessons	[ ]	[ ]		Student/Teacher Survey	STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Math acceleration program in support of Student Success Initiative **Person(s) Responsible:** Math Department Chair Math Teachers **Completion Date:** August 2011-2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Material and Supplies	[ ]	[ ]		3 Week Progress Reports Common Assessments 6 Week Grade Reports	STAAR Results	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize Classworks software for math for individual and whole group instruction **Person(s) Responsible:** Math Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Classworks Software Overhead Projector/Document Camera	[ ]	[ ]		3 Week Progress Reports Common Assessments 6 Week Grade		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Navo Middle School

WIG 3

Navo Middle School will become a TEA Exemplary campus by June 2013.
Individual student performance on the STAAR Science assessment will be at least 75% of items answered correctly in all accountability groups by June 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Science: -Teachers will focus on Denton ISD Scope and Sequence Objectives **Person(s) Responsible:** Science Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies Laboratory Supplies Computer labs Chart tablets, District list of Academic Vocabulary words, Word Walls Region IV materials Realia, posters, pictures, illustrated science dictionaries.	[ ]	[ ]		6 week common formative assessments Progress Reports Report Cards	End of Year Common Assessments 6 Week Common Formative Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
-Teachers will utilize independent and cooperative learning **Person(s) Responsible:** Science Teachers **Completion Date:** August 2011-2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies Laboratory Supplies Computer labs Region IV materials Realia, posters, pictures, illustrated science dictionaries.	[ ]	[ ]		6 week common formative assessments Progress Reports Report Cards	End of Year Common Assessment 6 Week Common Formative Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teacher will implement academic vocabulary strategies to teach science vocabulary. **Person(s) Responsible:** Science Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies Chart tablets, District list of Academic Vocabulary words, Word Walls Region IV materials Realia, posters, pictures, illustrated science dictionaries.	[ ]	[ ]		6 week common formative assessments Progress Reports Report Cards	End of Year Common Assessments 6 Week Common Formative Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will maintain science journals as a means to organize lab information and thoughts **Person(s) Responsible:** Science Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		6 week common formative assessments Progress Reports Report Cards	End of Year Common Assessments 6 Week Common Formative Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Students will practice making inferences **Person(s) Responsible:** Science teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies TAKS Sample Materials (Until STAAR materials are available)	[ ]	[ ]		6 week common formative assessments Progress Reports Report Cards	End of Year Common Assessments 6 Week Common Formative Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
-Students and teachers will focus on the use of metric measurement **Person(s) Responsible:** Science Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies TAKS Sample Materials (Until STAAR materials are available) Computer Labs	[ ]	[ ]		6 week common formative assessments Progress Reports Report Cards	End of Year Common Assessments 6 Week Common Formative Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Students will be instructed on utilization of charts and graphs to organize and interpret data **Person(s) Responsible:** Science Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies TAKS Sample Materials (Until STAAR materials are available) Computer Labs	[ ]	[ ]		6 week common formative assessments Progress Reports Report Cards	End of Year Common Assessments 6 Week Common Formative Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will be instructed on recognition of valid hypotheses and drawing valid conclusions **Person(s) Responsible:** Science Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies TAKS Sample Materials (Until STAAR materials are available) Computer Labs	[ ]	[ ]		6 week common formative assessments Progress Reports Report Cards	End of Year Common Assessments 6 Week Common Formative Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will emphasize supporting standards and readiness standards when planning and implementing lessons **Person(s) Responsible:** Science Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Grade level district curriculum document Materials and supplies TEA information listing supporting standards and readiness standards	[ ]	[ ]		6 week common formative assessments Progress Reports Report Cards	End of Year Common Assessments 6 Week Common Formative Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide Panther Push science lessons in the spring for targeted 8th grade students. **Person(s) Responsible:** Science Teachers **Completion Date:** April 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Materials and Supplies STAAR Sample Materials	[ ]	[ ]		Teacher/Student Survey	End of Year Common Assessment 6 week common formative assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Administer district Bonus Round Assessments in October, January and April to all 8th grade science teacher **Person(s) Responsible:** Science Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Bonus Rounds	[ ]	[ ]		Bonus Round Results	End of Year Common Assessments 6 Week Common Formative Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will show evidence of an understanding of Earth and space. The student knows that climatic interactions exist among Earth, ocean, and weather systems. The student is expected to: (A) recognize that the Sun provides the energy that drives convection within the atmosphere and oceans, producing winds and ocean currents; (B) identify how global patterns of atmospheric movement influence local weather using weather maps that show high and low pressures and fronts; and (C) identify the role of the oceans in the formation of weather systems such as hurricanes. TEKS 8.10 (A), (B), (C) **Person(s) Responsible:** Science Teachers **Completion Date:** June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Weatherbug HD program	[ ]	[ ]		Bonus Round Results Individual classroom assessments	8th Grade Science STAAR Results End of Year Common Assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development opportunities for support of new state science guidelines; Provide professional development opportunities for support of research based best practices in science instruction **Person(s) Responsible:** Principal Science Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funds for teachers to attend CAST Science Conference	[ ]	[ ]		Staff Attendance Survey	Staff Attendance Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Navo Middle School

WIG 4

Navo Middle School will become a TEA Exemplary campus by June 2013.
Individual student performance on the STAAR Social Studies assessment will be at least 75% of items answered correctly in all accountability groups by June 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Social Studies: Focus on Denton ISD Scope and Sequence **Person(s) Responsible:** Social Studies Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Scope and Sequence TEKS Released Test TEKS/STAAR Vocabulary United Streaming Ceiling mounted projectors and Document Cameras* STAAR data AEIS IT demographic data Technology resources/equipment General Instructional Budget	[ ]	[ ]		6 Week Common Formative Assessments Progress Reports Report Cards	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teachers will create and utilize STAAR formatted tests which spiral and review emphasizing TEKS/TAKS vocabulary **Person(s) Responsible:** Social Studies Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		6 Week Common Formative Assessments Progress Reports Report CardsReport Cards	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
United Streaming and other visual media incorporated into lessons using a ceiling mounted projector **Person(s) Responsible:** Social Studies Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	United Streaming access Overhead Projector	[ ]	[ ]		6 Week Common Formative Assessments Progress Reports Report Cards	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
STAAR and Benchmark Assessment Data will be disaggregated, distributed to teachers, and used to target and strengthen areas in need of improvement. **Person(s) Responsible:** Social Studies Teachers **Completion Date:** Aug 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Aware STAAR Results Common Formative Assessment Results	[ ]	[ ]		6 Week Common Formative Assessments Progress Reports Report Cards	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Students will create media which reviews key social studies TEKS/STAAR concepts show schoolwide throughout the year. **Person(s) Responsible:** Social Studies Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		6 Week Common Formative Assessments Progress Reports Report Cards	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide technology based after school tutorial program for targeted students which addresses specific STAAR related areas showing a need for improvement as reflected in assessment data **Person(s) Responsible:** Social Studies Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Computer Laboratory	[ ]	[ ]		6 Week Common Formative Assessments Progress Reports Report Cards	End of Year Common Assessment STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide time for dept to meet, discuss, and plan vertical alighment within our building and across the district; Provide time for the dept to build common assesssments, plan common lesson and use data to make curriculum and instructional decisions **Person(s) Responsible:** Collaborative Grade Level Teams Collaborative Department Teams **Completion Date:** Aug 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Substitute teachers	[ ]	[ ]		6 Week Common Formative Assessments Progress Reports Report Cards	STAAR Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Navo Middle School

WIG 6

Increase and enhance parent/community involvement in the educational process at Navo MS by 10% by June 2012, while continuing to develop and implement programs and strategies to improve the safety and security of Navo Middle School students, personnel, and community.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent Involvement: Increase opportunities for parent involvement through "Family Nights" for selected core content areas **Person(s) Responsible:** Principal Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Family night games, activities	[ ]	[ ]		Parent, Teacher, Student Survey	Parent Sign In Sheets, CLT Reports	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide parent training in parenting skills, availability of special programs (GT, SPED, Dyslexia, At-Risk, Student Assistance), availability of off campus resources **Person(s) Responsible:** Administrators Counselors **Completion Date:** August 2011-2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Resources provided by Denton ISD Counseling Department	[ ]	[ ]		Parent Survey	Parent Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Conduct open house at Navo MS to allow parents to meet each of their student's teachers and to become oriented to the campus **Person(s) Responsible:** Navo Staff **Completion Date:** 1st 6 weeks **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Parent Survey	Parent Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teachers will initiate positive contact with the parents of each of their students **Person(s) Responsible:** Teachers **Completion Date:** 1st 6 weeks **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Conference Logs	Conference Logs	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Disseminate information to parents on a consistent basis through the use of Navo MS newsletters, website, and parent meetings, Gradespeed **Person(s) Responsible:** Administrators Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Gradespeed, website, marquee, community papers; internet	[ ]	[ ]		Parent Survey	CLT Review of Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Send 3-week progress reports and 6-week report cards to inform parents of student progress **Person(s) Responsible:** Teachers **Completion Date:** August 2011-June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Parent Survey	Review of Parent Survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to provide Parent Transitional meetings for students transitioning from elementary school into Navo Middle School **Person(s) Responsible:** **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Parent Survey		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Building-Wide implementation of CHAMPs: A Proactive and Positive Approach to Behavior Management **Person(s) Responsible:** Principal Counselors CHAMPS Trained Staff **Completion Date:** June 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	CHAMPS materials Additional Champs Professional Development	[ ]	[ ]		Staff Survey Student Survey		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue the Navo WATCHD.O.G.S. dad's program **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Supplies and Materials	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide homework, enrichment, and acceleration kits to parents of students who did not meet minimum standards on STAAR and were not provided summer school **Person(s) Responsible:** Principal **Completion Date:** June 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Supplies necessary to complete acceleration and enrichment activities	[ ]	[ ]		Parent Survey Student Survey	Initial assessment at the beginning of the 2012-13 school year	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Navo Middle School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS- Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Heather Schoenfeld
2) Classroom Teacher	John Milmo
3) Classroom Teacher	Tinika Harmon
4) Classroom Teacher	Deliah Seastrunk
5) Classroom Teacher	Alison Baldwin
6) Classroom Teacher	Robyn Freeland
7) Campus-based Nonteaching Professional	Mary Stewart
8) Campus-based Paraprofessional and Operations Staff	Gwen Kizer
9) District-level Professional	
10) Parent	Erin Cunningham
11) Parent	Vicky McNary
12) Community Member	Sam Harris
13) Community Member	Terry Collins
14) Business Representative	Ken McNabb
15) Business Representative	Greg May

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: STRICKLAND MIDDLE

Campus #: 061901044

2011 Accountability Rating: Academically Acceptable

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 6															
Reading	2011	85%	88%	84%	84%	84%	78%	89%	*	*	*	*	91%	78%	56%
	2010	86%	89%	88%	84%	90%	73%	92%	*	*	*	*	87%	76%	50%
Mathematics	2011	83%	87%	83%	81%	64%	77%	86%	*	*	*	*	85%	76%	66%
	2010	83%	88%	82%	84%	67%	78%	90%	*	*	*	*	89%	79%	71%
All Tests	2011	76%	81%	77%	72%	60%	63%	80%	*	*	*	*	76%	65%	47%
	2010	76%	82%	73%	76%	62%	65%	87%	*	*	*	*	79%	67%	44%
TAKS Met 2011 Standard Grade 7															
Reading	2011	86%	90%	87%	91%	96%	87%	95%	*	*	*	*	93%	89%	78%
	2010	86%	91%	88%	92%	81%	91%	95%	*	> 99%	*	*	90%	87%	83%
Mathematics	2011	81%	87%	80%	89%	78%	88%	92%	*	*	*	*	86%	84%	78%
	2010	82%	85%	83%	86%	65%	88%	90%	*	> 99%	*	*	79%	82%	87%
Writing	2011	93%	95%	95%	94%	83%	93%	97%	*	*	*	*	92%	92%	88%
	2010	94%	97%	95%	98%	97%	98%	98%	*	> 99%	*	*	94%	96%	93%
All Tests	2011	75%	81%	74%	83%	70%	79%	90%	*	*	*	*	79%	76%	65%
	2010	75%	81%	75%	83%	65%	82%	88%	*	> 99%	*	*	76%	76%	73%
TAKS Met 2011 Standard Grade 8 First Administration Only															
Reading	2011	89%	93%	92%	92%	86%	91%	94%	*	*	*	*	96%	88%	85%
	2010	91%	94%	92%	94%	91%	89%	98%	*	*	*	*	96%	90%	72%
Mathematics	2011	80%	83%	80%	81%	64%	80%	85%	*	*	*	*	92%	74%	65%
	2010	81%	84%	83%	81%	68%	77%	86%	*	*	*	*	68%	74%	72%
Science	2011	79%	80%	81%	69%	48%	58%	82%	*	*	*	*	63%	57%	23%
	2010	78%	83%	*	81%	75%	66%	90%	*	*	*	*	70%	70%	44%
Soc Studies	2011	95%	97%	96%	97%	93%	96%	98%	*	*	*	*	87%	95%	96%
	2010	94%	97%	95%	95%	> 99%	88%	99%	*	*	*	*	85%	90%	76%
All Tests	2011	69%	73%	70%	64%	43%	53%	76%	*	*	*	*	63%	50%	23%
	2010	69%	75%	*	70%	59%	58%	80%	*	*	*	*	50%	58%	32%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	89%	91%	92%	88%	94%	86%	> 99%	*	88%	94%	88%	77%
	2010	90%	93%	91%	91%	90%	85%	96%	> 99%	n/a	n/a	n/a	91%	86%	70%
Mathematics	2011	84%	88%	84%	87%	75%	86%	91%	86%	> 99%	*	88%	88%	83%	79%
	2010	84%	88%	84%	87%	73%	84%	91%	80%	n/a	n/a	n/a	84%	83%	80%
Writing	2011	92%	94%	95%	94%	83%	93%	97%	*	*	*	*	92%	92%	88%
	2010	93%	95%	95%	98%	97%	98%	98%	*	n/a	n/a	n/a	94%	96%	93%
Science	2011	83%	84%	82%	69%	48%	58%	82%	*	*	*	*	63%	57%	23%
	2010	82%	86%	81%	81%	77%	62%	90%	*	n/a	n/a	n/a	70%	70%	44%
Soc Studies	2011	95%	96%	96%	97%	93%	96%	98%	*	*	*	*	87%	95%	96%
	2010	94%	96%	95%	95%	> 99%	87%	99%	*	n/a	n/a	n/a	85%	90%	76%
All Tests	2011	76%	81%	75%	75%	59%	67%	84%	86%	> 99%	*	75%	73%	66%	50%
	2010	76%	81%	75%	78%	68%	69%	87%	80%	n/a	n/a	n/a	73%	69%	50%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	35%	36%	13%	29%	46%	29%	63%	*	38%	25%	25%	8%
	2010	32%	38%	35%	36%	20%	28%	46%	38%	40%	*	*	21%	23%	11%
Mathematics	2011	29%	32%	22%	21%	4%	15%	28%	29%	25%	*	25%	25%	15%	12%
	2010	28%	31%	22%	20%	9%	16%	24%	< 1%	30%	*	*	18%	13%	7%
Writing	2011	31%	39%	34%	40%	13%	32%	53%	*	*	*	*	8%	28%	8%
	2010	32%	36%	33%	37%	19%	37%	40%	*	80%	*	*	18%	27%	10%
Science	2011	30%	33%	32%	26%	4%	14%	38%	*	*	*	*	4%	8%	< 1%
	2010	28%	30%	32%	28%	10%	16%	37%	*	*	*	*	11%	13%	< 1%
Soc Studies	2011	47%	51%	39%	41%	21%	31%	54%	*	*	*	*	17%	28%	12%
	2010	45%	51%	38%	47%	35%	34%	57%	*	*	*	*	15%	31%	12%
All Tests	2011	16%	19%	14%	13%	1%	8%	18%	14%	13%	*	25%	5%	6%	1%
	2010	15%	17%	13%	11%	1%	8%	15%	< 1%	10%	*	*	6%	4%	3%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	93%	96%	> 99%	96%	> 99%	*	*	*	*	96%	98%	94%
	2010	85%	88%	87%	90%	88%	94%	86%	*	*	*	*	89%	89%	94%
Mathematics	2011	77%	83%	84%	87%	93%	91%	83%	*	*	*	*	87%	88%	93%
	2010	75%	79%	77%	81%	78%	> 99%	67%	*	*	*	*	81%	85%	> 99%
Writing	2011	80%	88%	87%	88%	*	89%	*	*	*	*	*	88%	83%	88%
	2010	80%	87%	78%	89%	*	> 99%	89%	*	*	*	*	89%	82%	*
Science	2011	60%	60%	75%	65%	*	60%	75%	*	*	*	*	65%	62%	*
	2010	58%	58%	74%	64%	*	*	67%	*	*	*	*	64%	60%	*
Soc Studies	2011	68%	67%	77%	79%	*	*	> 99%	*	*	*	*	79%	70%	*
	2010	67%	68%	73%	67%	*	*	80%	*	*	*	*	67%	63%	*
All Tests	2011	66%	73%	73%	75%	80%	76%	75%	*	*	*	*	75%	74%	75%
	2010	64%	69%	65%	71%	78%	81%	60%	*	*	*	*	70%	71%	76%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
All Tests	2010	93%	96%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
2011 TAKS Participation (Grades 3-11)															
Tested		98.6%	99.2%	99.3%	99.3%	100.0%	98.8%	100.0%	100.0%	80.0%	-	100.0%	100.0%	99.3%	94.9%
By Test Version															
TAKS (1 or more)		91.0%	91.6%	91.0%	89.7%	79.0%	90.3%	91.8%	85.7%	80.0%	-	87.5%	11.2%	86.1%	81.4%
Not on TAKS		7.6%	7.6%	8.5%	9.6%	21.0%	8.5%	8.2%	14.3%	0.0%	-	12.5%	88.8%	13.2%	13.6%
TAKS(Acc) Only		2.4%	2.1%	2.2%	0.6%	0.0%	0.0%	1.3%	0.0%	0.0%	-	0.0%	5.6%	0.4%	0.0%
TAKS-M Only		3.1%	3.4%	3.2%	6.6%	17.3%	6.4%	4.6%	0.0%	0.0%	-	12.5%	60.7%	9.6%	11.9%
TAKS-Alt Only		0.9%	0.7%	0.8%	1.0%	1.2%	0.9%	0.8%	14.3%	0.0%	-	0.0%	9.0%	1.1%	0.0%
Combination		1.3%	1.4%	1.7%	1.5%	2.5%	1.2%	1.5%	0.0%	0.0%	-	0.0%	13.5%	2.0%	1.7%
By Acct Status															
Acct System		94.0%	95.7%	93.5%	95.7%	93.8%	95.1%	96.9%	100.0%	80.0%	-	100.0%	95.5%	95.3%	90.7%
Non-Acct System		4.6%	3.5%	5.7%	3.5%	6.2%	3.6%	3.1%	0.0%	0.0%	-	0.0%	4.5%	4.0%	4.2%
Mobile		4.6%	3.5%	5.7%	3.5%	6.2%	3.6%	3.1%	0.0%	0.0%	-	0.0%	4.5%	4.0%	4.2%
Non-Acct Test		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Not Tested		1.4%	0.8%	0.7%	0.7%	0.0%	1.2%	0.0%	0.0%	20.0%	-	0.0%	0.0%	0.7%	5.1%
Absent		0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
LEP Exempt		0.9%	0.5%	0.5%	0.6%	0.0%	0.9%	0.0%	0.0%	20.0%	-	0.0%	0.0%	0.4%	4.2%
Other		0.4%	0.2%	0.0%	0.1%	0.0%	0.3%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.2%	0.8%
Total Count		3,231,780	15,537	616	823	81	329	388	7	10	0	8	89	446	118
2010 TAKS Participation (Grades 3-11)															
Tested		98.6%	99.1%	99.4%	98.4%	100.0%	97.3%	98.9%	100.0%	100.0%	-	*	100.0%	97.4%	89.3%
By Test Version															
TAKS (1 or more)		90.8%	91.4%	90.6%	90.1%	88.5%	88.6%	91.3%	100.0%	100.0%	-	*	29.4%	86.1%	72.7%
Not on TAKS		7.8%	7.7%	8.8%	8.3%	11.5%	8.7%	7.6%	0.0%	0.0%	-	*	70.6%	11.3%	16.5%
TAKS(Acc) Only		2.3%	1.8%	2.8%	0.9%	1.3%	1.2%	0.7%	0.0%	0.0%	-	*	7.8%	1.3%	1.7%
TAKS-M Only		3.3%	3.8%	3.4%	5.5%	10.3%	5.4%	5.1%	0.0%	0.0%	-	*	47.1%	7.8%	12.4%
TAKS-Alt Only		0.8%	0.7%	0.9%	1.3%	0.0%	1.5%	1.1%	0.0%	0.0%	-	*	10.8%	1.3%	0.8%
Combination		1.3%	1.3%	1.6%	0.6%	0.0%	0.6%	0.7%	0.0%	0.0%	-	*	4.9%	0.9%	1.7%
By Acct Status															
Acct System		90.0%	91.0%	90.0%	86.8%	84.6%	83.8%	89.4%	88.9%	100.0%	-	*	40.2%	80.9%	72.7%
Non-Acct System		8.6%	8.1%	9.3%	11.6%	15.4%	13.5%	9.4%	11.1%	0.0%	-	*	59.8%	16.5%	16.5%
Mobile		4.4%	3.6%	4.7%	4.8%	5.1%	6.6%	3.2%	11.1%	0.0%	-	*	2.0%	7.4%	3.3%
Non-Acct Test		4.2%	4.5%	4.0%	6.8%	10.3%	6.9%	6.2%	0.0%	0.0%	-	*	57.8%	9.1%	13.2%
Not Tested		1.4%	0.9%	0.7%	1.6%	0.0%	2.7%	1.1%	0.0%	0.0%	-	*	0.0%	2.6%	10.7%
Absent		0.1%	0.1%	0.0%	0.1%	0.0%	0.3%	0.0%	0.0%	0.0%	-	*	0.0%	0.2%	0.0%
LEP Exempt		0.9%	0.6%	0.5%	1.4%	0.0%	2.4%	0.9%	0.0%	0.0%	-	*	0.0%	2.4%	9.9%
Other		0.4%	0.2%	0.0%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	-	*	0.0%	0.0%	0.8%
Total Count		3,175,337	14,816	522	870	78	334	435	9	10	0	3	102	461	121

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	53%	50%	55%	50%	55%	58%	*	*	*	*	80%	59%	54%
	2010	50%	53%	51%	48%	56%	33%	69%	*	*	*	*	75%	47%	29%
Mathematics	2011	42%	43%	35%	42%	25%	46%	50%	*	*	*	*	85%	41%	30%
	2010	45%	52%	43%	35%	22%	35%	40%	*	*	*	*	41%	39%	53%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	80	70	63	50	72	52	*	*	*	*	59	66	67
	2010	86	90	79	65	87	56	73	*	*	*	*	*	67	56
Mathematics	2011	64	66	53	49	28	61	40	*	*	*	*	*	52	55
	2010	70	77	61	61	60	61	62	*	*	*	*	*	63	62
Student Success Initiative															
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2011	11%	7%	9%	8%	14%	9%	6%	*	*	*	*	4%	12%	15%
	2010	10%	7%	8%	6%	9%	11%	2%	*	*	*	*	4%	10%	28%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	94%	97%	96%	98%	96%	97%	98%	*	*	*	*	> 99%	96%	> 99%
	2010	95%	96%	95%	98%	> 99%	96%	99%	*	*	*	*	96%	96%	92%
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
	2011	20%	17%	20%	19%	36%	20%	15%	*	*	*	*	8%	26%	35%
	2010	20%	16%	17%	19%	32%	23%	14%	*	*	*	*	32%	26%	28%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	88%	92%	91%	92%	82%	92%	95%	*	*	*	*	96%	89%	96%
	2010	88%	92%	88%	92%	86%	89%	93%	*	*	*	*	82%	88%	88%
English Language Learners Progress Indicator															
2010-11		80%	86%	83%	93%	*	94%	*	*	*	*	*	95%	93%	92%
2009-10		79%	85%	84%	87%	*	87%	*	*	*	*	*	95%	86%	85%
Attendance Rate @															
2009-10		95.5%	95.9%	95.8%	95.9%	96.6%	96.4%	95.4%	97.0%	98.3%	-	96.0%	94.6%	96.0%	97.0%
2008-09		95.6%	95.9%	96.2%	95.7%	95.3%	96.1%	95.5%	95.1%	n/a	n/a	n/a	94.2%	95.5%	96.6%
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)															
2009-10		0.2%	0.3%	0.0%	0.2%	0.0%	0.5%	0.0%	*	0.0%	-	0.0%	0.0%	0.4%	0.0%
2008-09		0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	n/a	n/a	n/a	0.0%	0.0%	0.0%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		819	100.0%	23,112	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	3.0%	4.5%
	Kindergarten	0	0.0%	0.0%	8.5%	7.6%
	Grade 1	0	0.0%	0.0%	8.5%	7.9%
	Grade 2	0	0.0%	0.0%	8.8%	7.7%
	Grade 3	0	0.0%	0.0%	8.5%	7.6%
	Grade 4	0	0.0%	0.0%	7.9%	7.6%
	Grade 5	0	0.0%	5.7%	7.9%	7.6%
	Grade 6	256	31.3%	29.7%	7.2%	7.4%
	Grade 7	287	35.0%	32.1%	7.1%	7.3%
	Grade 8	276	33.7%	31.2%	7.1%	7.2%
	Grade 9	0	0.0%	1.4%	7.5%	7.9%
	Grade 10	0	0.0%	0.0%	6.4%	7.0%
	Grade 11	0	0.0%	0.0%	5.7%	6.4%
	Grade 12	0	0.0%	0.0%	5.5%	5.9%
Ethnic Distribution:	African American	79	9.6%	8.1%	11.6%	12.9%
	Hispanic	322	39.3%	38.1%	30.8%	50.3%
	White	389	47.5%	48.9%	52.9%	31.2%
	Native American	7	0.9%	0.6%	0.9%	0.5%
	Asian	9	1.1%	2.4%	2.6%	3.4%
	Pacific Islander	0	0.0%	0.2%	0.1%	0.1%
	Two or More Races	13	1.6%	1.7%	1.2%	1.6%
Economically Disadvantaged		446	54.5%	54.6%	41.5%	59.2%
Limited English Proficient (LEP)		112	13.7%	6.5%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		29	3.1%	3.2%	1.3%	1.9%
At-Risk		347	42.4%	37.3%	35.1%	46.3%
Mobility (2009-10)		126	13.5%	13.6%	17.1%	18.2%
Number of Students per Teacher		12.5	n/a	13.9	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	-	-	2.1%	2.3%	-	-	14.3%	10.7%
Grade 1	-	-	1.5%	4.7%	-	-	8.5%	8.9%
Grade 2	-	-	0.8%	2.8%	-	-	3.8%	4.1%
Grade 3	-	-	1.1%	2.0%	-	-	1.4%	1.8%
Grade 4	-	0.0%	0.1%	1.1%	-	0.0%	0.4%	0.9%
Grade 5	-	0.3%	0.4%	1.3%	-	0.0%	2.0%	1.3%
Grade 6	0.0%	0.5%	0.1%	0.7%	10.3%	1.7%	3.7%	1.2%
Grade 7	0.0%	1.0%	0.2%	1.0%	2.9%	1.6%	1.4%	1.4%
Grade 8	0.0%	1.0%	0.1%	1.2%	0.0%	2.2%	1.7%	2.1%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.8	19.0
	Grade 1	-	-	18.9	18.9
	Grade 2	-	-	18.8	18.8
	Grade 3	-	-	19.1	18.8
	Grade 4	-	-	20.3	19.0
	Grade 5	-	22.3	21.9	21.4
	Grade 6	18.8	20.7	20.9	20.7
	Mixed Grades	-	-	19.2	23.9
Secondary:	English/Language Arts	19.4	17.9	20.4	17.3
	Foreign Languages	12.8	20.2	18.8	19.0
	Mathematics	17.0	18.0	19.4	17.9
	Science	23.1	19.6	22.9	19.0
	Social Studies	23.0	20.4	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	88.1	100.0%	100.0%	100.0%	100.0%
Professional Staff:	77.1	87.5%	86.7%	72.3%	63.4%
Teachers	65.7	74.6%	75.0%	56.2%	50.5%
Professional Support	8.4	9.5%	7.6%	12.8%	9.0%
Campus Admin. (School Leader.)	3.0	3.4%	4.2%	2.7%	2.8%
Educational Aides:	11.0	12.5%	13.3%	7.9%	9.5%
Total Minority Staff:	11.1	12.6%	13.8%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	3.0	4.6%	4.6%	6.5%	9.3%
Hispanic	4.1	6.2%	5.8%	11.7%	23.7%
White	58.6	89.2%	87.0%	78.4%	63.9%
American Indian	0.0	0.0%	0.4%	0.8%	0.4%
Asian	0.0	0.0%	0.5%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.4%	2.1%	1.3%
Males	21.0	32.0%	25.2%	24.0%	23.2%
Females	44.7	68.0%	74.8%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	3.8	5.8%	4.3%	4.8%	6.0%
1-5 Years Experience	23.0	35.0%	28.8%	31.8%	30.0%
6-10 Years Experience	8.8	13.4%	18.8%	22.7%	21.1%
11-20 Years Experience	20.0	30.4%	26.6%	25.5%	25.0%
0ver 20 Years Experience	10.1	15.4%	21.4%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	10.7 yrs.	12.5 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	7.0 yrs.	8.0 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,600	$41,732	$45,521	$41,272
1-5 Years Experience	$47,070	$42,445	$47,448	$44,013
6-10 Years Experience	$48,600	$44,856	$48,287	$46,604
11-20 Years Experience	$51,978	$48,710	$51,852	$50,476
Over 20 Years Experience	$63,782	$56,699	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$51,308	$47,593	$51,120	$48,638
Professional Support	$55,805	$54,408	$55,177	$57,045
Campus Administration (School Leadership)	$70,954	$70,819	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	4.5	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$6,457,918	100.0%	$7,571	$6,921,900	100.0%	$8,115	$153,290,925	100.0%	$6,614
Instruction (11,95)	$4,540,418	70.3%	$5,323	$4,681,866	67.6%	$5,489	$110,142,685	71.9%	$4,752
Instructional-Related Services (12,13)	$226,193	3.5%	$265	$242,820	3.5%	$285	$5,851,370	3.8%	$252
Instructional Leadership (21)	$80,157	1.2%	$94	$80,157	1.2%	$94	$2,025,856	1.3%	$87
School Leadership (23)	$418,704	6.5%	$491	$421,621	6.1%	$494	$11,360,592	7.4%	$490
Support Services-Student (31,32,33)	$506,178	7.8%	$593	$506,178	7.3%	$593	$8,029,213	5.2%	$346
Other Campus Costs (35,36,51,52,53)	$686,268	10.6%	$805	$989,258	14.3%	$1,160	$15,881,209	10.4%	$685
By Program:									
Total Operating Expenditures	$5,771,650	100.0%	$6,766	$5,896,278	100.0%	$6,912	$136,637,655	100.0%	$5,896
Bilingual/ESL Education (25)	$91,319	1.6%	$107	$91,319	1.5%	$107	$2,209,228	1.6%	$95
Career & Technical Education (22)	$0	0.0%	$0	$347	0.0%	$0	$1,322,965	1.0%	$57
Accelerated Education (24,30)	$69,994	1.2%	$82	$193,109	3.3%	$226	$14,058,686	10.3%	$607
Gifted & Talented Education (21)	$171,701	3.0%	$201	$171,701	2.9%	$201	$1,584,209	1.2%	$68
Regular Education (11)	$4,032,195	69.9%	$4,727	$4,032,195	68.4%	$4,727	$94,369,741	69.1%	$4,072
Special Education (23)	$1,406,441	24.4%	$1,649	$1,407,607	23.9%	$1,650	$21,649,546	15.8%	$934
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$840,801	0.6%	$36
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$602,479	0.4%	$26

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	111	13.6%	6.3%	14.3%	16.2%
Career & Technical Education	0	0.0%	9.8%	16.7%	21.0%
Gifted & Talented Education	117	14.3%	9.2%	8.7%	7.7%
Special Education	88	10.7%	10.0%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	2.0	3.0%	1.7%	7.1%	5.5%
Career & Technical Education	1.6	2.4%	1.4%	3.6%	4.0%
Compensatory Education	1.5	2.2%	2.6%	5.0%	2.9%
Gifted & Talented Education	1.6	2.4%	2.5%	1.7%	1.9%
Regular Education	48.8	74.2%	75.9%	68.0%	73.4%
Special Education	10.3	15.7%	10.7%	12.0%	9.1%
Other	0.0	0.0%	5.1%	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% Econ	% White	% Hispanic	% LEP	% Mobility	% Afr_Amer
003902041		HUDSON MIDDLE	HUDSON ISD	55.7	71.8	20.6	2.7	14.1	3.5
008902041		SEALY J H	SEALY ISD	54.4	43.9	42.5	4.8	8.2	12.0
011901041		BASTROP MIDDLE	BASTROP ISD	55.9	51.5	35.0	6.2	17.3	9.3
014903042		BELTON MIDDLE	BELTON ISD	56.8	53.3	35.4	6.1	14.2	7.4
015911043		EAST CENTRAL HERITAGE MI	EAST CENTRAL ISD	56.3	36.5	56.3	3.2	14.9	5.1
018901041		CLIFTON MIDDLE	CLIFTON ISD	52.1	63.4	30.9	5.3	14.8	3.8
020901041		ALVIN J H	ALVIN ISD	54.9	47.2	44.3	5.3	17.3	3.2
027903041		BURNET MIDDLE	BURNET CISD	56.3	73.5	22.9	4.1	11.9	1.7
036903102		EAST CHAMBERS INTERMEDIA	EAST CHAMBERS ISD	54.4	54.4	31.9	13.2	16.3	11.0
043911041		CLARK JR HIGH	PRINCETON ISD	53.9	59.6	32.1	4.8	14.2	6.6
056901042		DALHART J H	DALHART ISD	53.5	51.4	46.5	5.2	13.3	0.5
057909049		WEBB MIDDLE	GARLAND ISD	52.4	31.3	28.5	7.1	9.7	18.9
061901044	>	STRICKLAND MIDDLE	DENTON ISD	54.5	47.5	39.3	13.7	13.5	9.6
061902042		HEDRICK MIDDLE SCHOOL	LEWISVILLE ISD	56.2	30.2	49.6	23.5	15.2	9.9
067903041		EASTLAND MIDDLE	EASTLAND ISD	52.6	75.3	21.5	4.5	11.9	1.6
080901102		MT VERNON INT	MOUNT VERNON ISD	56.5	66.4	22.4	5.8	12.8	7.2
083903041		SEMINOLE J H	SEMINOLE ISD	52.9	56.5	40.8	2.9	11.9	1.2
086901041		FREDERICKSBURG MIDDLE	FREDERICKSBURG ISD	52.8	52.2	46.2	7.1	8.8	0.0
090904042		PAMPA JUNIOR HIGH SCHOOL	PAMPA ISD	56.0	55.4	38.3	8.1	10.6	4.0
092904043		PINE TREE MIDDLE	PINE TREE ISD	55.6	51.5	25.7	12.1	13.8	20.5
101911044		HIGHLANDS J H	GOOSE CREEK CISD	56.0	31.2	44.4	2.3	14.9	20.0
116915041		BLAND MIDDLE	BLAND ISD	53.3	71.3	24.6	4.9	10.6	1.6
120901042		EDNA J H	EDNA ISD	55.4	50.0	34.0	4.1	12.8	15.3
126903041		LOWELL SMITH JR MIDDLE	CLEBURNE ISD	54.0	59.9	33.7	9.9	13.3	3.6
146902041		WILSON J H	DAYTON ISD	56.4	61.1	27.4	5.2	17.5	8.7
149901041		GEORGE WEST J H	GEORGE WEST ISD	52.4	42.4	53.5	1.8	13.2	2.4
156902041		STANTON MIDDLE	STANTON ISD	55.3	38.5	57.8	1.9	15.3	1.2
157901041		MASON J H	MASON ISD	56.2	66.0	33.5	3.4	11.6	0.0
165901045		SAN JACINTO JUNIOR HIGH	MIDLAND ISD	53.3	28.7	59.1	8.1	13.0	9.4
169902041		NOCONA MIDDLE	NOCONA ISD	55.0	68.8	22.8	4.8	12.6	0.5
170902073		CRYAR INTERMEDIATE	CONROE ISD	52.4	46.9	32.1	6.4	18.3	15.0
170908041		WHITE OAK MIDDLE	NEW CANEY ISD	55.8	48.7	45.3	7.6	18.0	4.1
188901041		AUSTIN MIDDLE	AMARILLO ISD	54.4	53.7	34.6	1.9	15.7	5.3
200901041		BALLINGER J H	BALLINGER ISD	52.3	49.4	46.1	1.6	7.9	1.6
220905069		MCLEAN 6TH GRADE	FORT WORTH ISD	56.8	33.4	59.6	9.4	8.9	3.7
220916041		CENTRAL J H	HURST-EULESS-BEDFORD ISD	54.7	40.7	27.8	4.9	17.2	20.8
220920105		TANNAHILL INT	WHITE SETTLEMENT ISD	52.2	54.5	34.3	6.3	12.1	5.1
227901045		LAMAR M S	AUSTIN ISD	52.8	37.3	47.0	12.0	10.1	10.0
234904041		GRAND SALINE MIDDLE	GRAND SALINE ISD	55.6	75.4	21.4	1.6	12.4	1.2
246904041		JAMES TIPPIT MIDDLE	GEORGETOWN ISD	54.4	42.1	49.9	10.9	12.7	4.0
246913042		LEANDER MIDDLE	LEANDER ISD	52.7	49.0	39.8	7.1	13.9	6.7
		Group Average		54.6	48.9	38.1	6.5	13.6	8.1

*** Order of columns will vary on lists for other campuses ***

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
HUDSON MIDDLE	543	762	798	72	36	Q3	539	775	796	46	21	Q3
SEALY J H	517	728	769	73	42	Q2	521	723	745	51	22	Q3
BASTROP MIDDLE	567	726	771	74	45	Q1	559	721	745	54	24	Q2
BELTON MIDDLE	814	732	766	64	34	Q4	814	718	738	53	20	Q3
EAST CENTRAL HERITAG	909	719	754	53	35	Q4	907	718	729	51	10	Q4
CLIFTON MIDDLE	221	732	778	72	46	Q1	215	691	743	65	52	Q1
ALVIN J H	683	747	780	62	33	Q4	682	739	762	45	24	Q2
BURNET MIDDLE	650	736	774	67	39	Q3	650	715	744	60	29	Q1
EAST CHAMBERS INTERM	151	670	709	70	39	Q3	152	659	685	62	26	Q2
CLARK JR HIGH	387	747	797	72	50	Q1	382	732	749	42	17	Q4
DALHART J H	303	716	761	77	45	Q1	304	696	717	51	21	Q3
WEBB MIDDLE	1099	752	792	69	41	Q2	1097	741	760	44	19	Q3
> STRICKLAND MIDDLE	693	736	777	63	42	Q2	689	725	737	49	12	Q4
HEDRICK MIDDLE SCHOO	485	744	795	67	51	Q1	483	741	768	60	27	Q2
EASTLAND MIDDLE	203	737	772	71	34	Q4	203	718	743	73	25	Q2
MT VERNON INT	197	703	739	76	36	Q3	193	696	735	84	40	Q1
SEMINOLE J H	441	748	788	75	40	Q2	441	723	752	48	28	Q1
FREDERICKSBURG MIDDL	559	732	769	71	36	Q3	561	717	721	31	4	Q4
PAMPA JUNIOR HIGH SC	613	733	762	52	29	Q4	607	720	742	51	22	Q3
PINE TREE MIDDLE	604	670	710	70	40	Q2	604	672	708	55	36	Q1
HIGHLANDS J H	964	737	778	71	42	Q2	967	735	774	72	39	Q1
BLAND MIDDLE	110	747	787	105	41	Q2	107	719	723	55	4	Q4
EDNA J H	254	724	766	67	42	Q2	251	708	744	67	36	Q1
LOWELL SMITH JR MIDD	684	734	772	60	38	Q3	693	712	727	45	15	Q4
WILSON J H	629	734	767	70	33	Q4	630	717	739	60	22	Q3
GEORGE WEST J H	142	757	802	52	44	Q1	141	729	754	31	25	Q2
STANTON MIDDLE	146	708	753	83	45	Q1	146	695	713	53	18	Q3
MASON J H	169	735	777	77	42	Q2	167	731	737	58	7	Q4
SAN JACINTO JUNIOR H	563	740	775	61	35	Q4	562	717	735	46	18	Q3
NOCONA MIDDLE	160	738	771	64	33	Q4	161	707	735	47	29	Q1
CRYAR INTERMEDIATE	508	695	733	80	38	Q3	512	702	735	88	33	Q1
WHITE OAK MIDDLE	614	749	781	61	32	Q4	613	754	761	43	6	Q4
AUSTIN MIDDLE	623	752	787	68	36	Q3	629	736	763	65	28	Q1
BALLINGER J H	216	737	776	55	39	Q3	217	685	713	57	27	Q2
MCLEAN 6TH GRADE	418	716	762	71	47	Q1	419	722	749	57	27	Q2
CENTRAL J H	509	777	818	91	41	Q2	513	768	783	53	15	Q4
TANNAHILL INT	695	684	721	68	37	Q3	692	674	700	54	26	Q2
LAMAR M S	493	736	786	81	50	Q1	498	712	736	44	24	Q2
GRAND SALINE MIDDLE	216	726	767	59	41	Q2	213	680	703	50	23	Q3
JAMES TIPPIT MIDDLE	703	735	773	61	38	Q3	720	740	755	44	14	Q4
LEANDER MIDDLE	654	740	785	69	45	Q1	667	729	760	67	31	Q1
Group Average	474	732	771	67	39	--	474	721	744	53	23	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2011-12
Campus Improvement Plan
for
Strickland Middle School

Denton Independent School District

APR 4255

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Strickland Middle School's Mission Statement

The mission of Strickland Middle School is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our learners of today will become the leaders of tomorrow.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Strickland Middle School Campus Improvement Plan
Middle School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
6	All	265	83	30	232	81	28		
6	AA	19	89	11	21	76	10		
6	Hispanic	115	72	19	85	73	19		
6	White	128	92	43	118	86	37		
6	Eco. Dis.	137	74	18	124	71	20		
6	SPED	14	79	7	6	67	17		
6	LEP C	40	43	3	29	45	3		
6	LEP M1								
6	LEP M2								
7	All	255	91	28	262	91	31		
7	AA	31	84	13	19	95	21		
7	Hispanic	87	87	18	119	86	22		
7	White	130	94	38	118	95	42		
7	Eco. Dis.	141	85	16	139	88	17		
7	SPED	15	93	13	10	90	20		
7	LEP C	28	79	4	43	72	2		
7	LEP M1								
7	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	273	97	52	255	98	50		
8	AA	25	100	40	25	96	16		
8	Hispanic	85	94	38	94	97	43		
8	White	157	99	61	129	98	61		
8	Eco. Dis.	126	95	32	127	96	36		
8	SPED	12	100	42	7	100	43		
8	LEP C	23	87	13	24	100	13		
8	LEP M1								
8	LEP M2								

Strickland Middle School Campus Improvement Plan
Middle School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
7	All	252	98	39	254	94	41		
7	AA	29	100	28	19	84	16		
7	Hispanic	87	98	36	116	92	32		
7	White	129	98	42	113	96	55		
7	Eco. Dis.	138	97	28	135	93	29		
7	SPED	13	100	23	9	100	0		
7	LEP C	28	93	11	42	86	7		
7	LEP M1								
7	LEP M2								

Strickland Middle School Campus Improvement Plan
Middle School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
6	All	266	83	24	229	78	24		
6	AA	19	68	11	21	52	5		
6	Hispanic	116	76	22	85	75	13		
6	White	128	91	28	115	84	36		
6	Eco. Dis.	138	77	14	124	73	15		
6	SPED	14	93	0	3				
6	LEP C	41	66	5	29	62	14		
6	LEP M1								
6	LEP M2								
7	All	252	87	23	259	88	19		
7	AA	29	66	0	18	72	0		
7	Hispanic	86	87	14	118	86	14		
7	White	130	91	32	117	92	27		
7	Eco. Dis.	139	81	14	136	82	13		
7	SPED	12	75	8	7	71	14		
7	LEP C	28	86	7	44	73	2		
7	LEP M1								
7	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	271	90	11	252	92	16		
8	AA	25	88	8	23	83	0		
8	Hispanic	84	85	5	94	91	12		
8	White	156	93	14	128	94	21		
8	Eco. Dis.	123	85	5	125	89	9		
8	SPED	10	80	10	4				
8	LEP C	22	77	5	25	96	8		
8	LEP M1								
8	LEP M2								

Strickland Middle School Campus Improvement Plan
Middle School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	271	80	29	253	70	26		
8	AA	24	79	25	23	48	4		
8	Hispanic	82	61	13	95	58	15		
8	White	159	89	37	125	82	38		
8	Eco. Dis.	123	68	15	126	56	9		
8	SPED	12	58	25	7	57	0		
8	LEP C	23	39	0	25	24	0		
8	LEP M1								
8	LEP M2								

Strickland Middle School Campus Improvement Plan
Middle School-Level Performance Data

Social Studies

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All	272	96	49	257	98	43		
8	AA	24	100	33	24	100	25		
8	Hispanic	84	89	35	96	97	31		
8	White	158	99	58	127	98	56		
8	Eco. Dis.	124	92	33	130	97	29		
8	SPED	13	92	38	9	100	33		
8	LEP C	24	79	13	25	100	12		
8	LEP M1								
8	LEP M2								

Strickland Middle School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Strickland Middle School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- PEIMS Data- all categories
- AEIS Data - all
- Special programs data - Sp. Ed., GT, ESL
- Mobility

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- More diverse - economically and race/ethnicity
- Mobility decreasing
- Total number of students compared to student in GT, ESL, & SPED is consistent
- GT male/female ratio is equal
- Total school male/female ratio

Needs

- 48% of student - free lunch, 8% reduced lunch
- No AA students currently in GT program
- Larger ID of GT white males than fit the school's population
- Student ethnicty is not equal to staff ethnicity
- Larger% of males in SPED?
- Larger% of AA students in SPED than student population would predict

Summary of Needs

- Are we prepared for an increasingly diverse population?
- How should we work to identify minority GT students?
- Why is our SPED% of male students much larger than total% or GT%?
- Are White males over identified in GT program or are other groups under identified or both?
- How does the discrepency between teacher ethnicities and student ethnicities affect students, parents, and staff?

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- 3 years of TAKS - state assessment data
- TELPAS data
- AYP data tables
- Classroom and program assessment data

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- ESL students in Read 180 improved on TELPAS scores
- AA students reading scores
- attendance

Needs

- AA - students math scores
- males reading scores
- LEP students math and reading scores

Summary of Needs

- year to year tracking of students in intervention programs
- monitoring groups in Aware for ESL students
- possibly implement smaller ESL math classes in addition to accel. Math for LEP students

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Choose to Care survey
- Faculty survey
- Fine Arts report
- Athletics report
- Student Council report
- Rachel's Challenge Report
- Failure reports
- Attendance Action Taken report
- Discipline report
- Ethnicity campus profile

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Student involvement is represented by all ethnic groups
- 98% of students are involved in a club, fine arts, or athletics
- 79% feel safe at school
- 93% know how to report a safety problem at school
- 49% say drugs are not a problem at our school
- 62% would not know where to obtain drugs
- only 1% feel threatened by gangs
- 88% have not tried drugs, alcohol, inhalents, etc. in the past 30 days
- No ethnic group is over-represented in discipline referrals
- Attendance action reports are aligned with campus ethnicity

Needs

- 48% have heard someone threaten another student
- 47% heard someone joking about killing someone
- 38% believe bullying is the biggest safety problem
- 36% fight over boyfriends and girlfriends
- 48% would feel safer if they were taught how to recognize signs of dangerous student behaviors
- Building cleanliness
- Building up-to-dateness
- Building security

Summary of Needs

- males are overrepresented in discipline
- At risk students (sp.ed. & 504) are overrepresented in discipline referrals
- Improve building security
- Improve building cleanliness
- More comprehensive bullying training for students (in addition to RC, Officer Adams, & Ms. Williams

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- SBEC website
- Staff Attendance
- 2009-2010 AEIS
- TAKS Scores
- Highly Qualified Report
- Student Attendance Data
- Tutorial Logs
- Recognition/Awards

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Highly Qualified Report
- Tutorials
- Math Labs before & after school
- Mentors
- University Reading Tutorials
- TAKS tutoring
- Commitment to PLC training and development
- Recognition/Awards for Staff
- Teacher Accountability
- Teaming/ Professional Development/Horizontal Planning/ Title I training

Needs

- Title I - Don't take entire grade level off campus at one time
- Current Appraisal system needs work
- Continue to improve staff community
- Lack of vertical teaming
- Higher attendance rates for technology training
- Additional staff training on STAAR

Summary of Needs

- Continue to refine and structure instruction based on disaggregated data from standardized testing
- Continue Love and Logic Training, including full course and refresher
- Continue to build a school culture that reflects a sense of community
- Improve planned vertical teaming and hold all accountable
- Move to PDAS appraisal which gives more input
- Offer incentives for teachers to go to technology training to improve teacher quality

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- Read 180 Reports- Growth and Demographics
- Accelerated math reports
- TAKS Tutoring Rosters - 09/10 & 10/11
- District benchmark reports
- 2008 TAKS return report
- 2009 TAKS return report
- 2010 TAKS return report
- Student survey
- teacher interviews
- Scope & Sequence documents, TEKS & TAKS objectives

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Providing an additional elective for TAKS commended students creates smaller class sizes for students who need individual assistance
- Identifying students who need TAKS tutoring through benchmark testing and the use of Aware
- Providing mandatory TAKS tutoring for those students in need twice a week
- Placing students in additional reading/math classes to better prepare them for TAKS and future success
- Open computer lab with Math teacher before and after school-Study Island
- Constant evaluating to be better.
- Use of PLC strategies to improve the way we collaborate and teach

Needs

- Horizontal Planning/teaching all subjects
- District benchmarks at all grade levels
- Standardized testing is not differentiated
- Student understanding of purpose for and benefit of assessment
- Each teacher being accountable for all students learning the curriculum

Summary of Needs

- Horizontal Planning/teaching all subjects
- District benchmarks at all grade levels
- Standardized testing is not differentiated
- Student understanding of purpose for and benefit of assessment
- Each teacher being accountable for all students learning the curriculum

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- event sign-in sheets
- call logs
- newletters
- Student Council reports & Rachel's challenge reports
- volunteer hours log
- Fine Arts enrollment data
- Talent Search enrollment
- CIS 21st Century program data
- Recycling reports
- FGO, GOL, GOAL, and Amnesty International attendance

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Family and community service connections - Extreme makeover day,Rachel's Challenge projects, Angel Tree
- College Education Awareness, Talent Search, SMU conferences
- Communications, (phone messages, marquee, PTA newsletter, website, e-alerts)
- Recycling program
- Library - family night book fairs and many volunteers
- Transition meetings - well attended by our families and translated
- Fine Arts involvement - 92%
- Global awareness - Amnesty International
- FGO, GOL, GOAL and 21st Century after school program

Needs

- only half of the PTA newsletters were translated into Spanish
- marquee should be in English and Spanish
- all websites should be kept up-to-date

Summary of Needs

- only half of the PTA newsletters were translated into Spanish
- marquee should be in English and Spanish
- all websites should be kept up-to-date

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- School structure - teaming
- Decision-making processes
- Master schedule
- Campus Improvement Plan
- Crisis Management Plan
- Duty Schedule

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Common team planning time
- Common subject planning time
- Scheduling that can be and is adjusted as necessary
- All staff have a voice in decisions
- Students schedules are based on their needs

Needs

- time
- money

Summary of Needs

- time
- money

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- 2010-2011 Campus STaR Chart Results
- 2010 8th grade Technology Assessment
- 2010-2011 Lab reservation records
- 2010-2011 Technology Staff Development records
- May 2011 Strickland MS Technology inventory
- 2010 DISD Technology Plan (under revision)
- 2010-2011 project examples

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- all rooms have direct connectivity to the Internet providing access to multiple resources and online learning
- Each educator has a dedicated computer with assigned use of peripheral technologies such as digital cameras, graphing calculators, etc.
- We have less than three studentsper Internet-connected multimedia computer. Ten labs are available for classroom reservation.
- Teacher-led and some student-centered technology activities are incorporated in content areas to enhance higher order thinking skillls
- Most teachers have completed professional development on integration of technology and demonstrate four or more SBEC Technology Application Standards.
- Campus provides regular access to instructional support and on-going professional development for the integration and use of technology in content areas
- Leadership communicates and implements a vision for integration of technology leading to improved student achievement.
- Campus has a technology rich Campus Improvement Plan and discretionary funds are used to implement technology goals.
- Campus uses a variety of media and formats, including telecommunications and the school Website to communicate, interact, and collaborae with stake holders
- Campus offers career and technology courses that teach 21st Century skills

Needs

- Fewer than forty percent of our students demonstrate mastery of Technology Applications TEKS of the 8th grade assessment
- The published scope and sequence for 6-8 Technology Applications is out-of-date and not correlated with new TA TEKS
- Dedicated student computers in classrooms load slowly and as a result sit unused in most classrooms.
- Few faculty members have completed professional development on the development or utilization of online learning.
- Professional development has been limited to face-to-face workshops. Other options, such as online learning and inquiry/action research are lacking
- One to on coputer to student access does not exist.
- There is no plan or budget for replacement of teacher and lab computers that are currently approaching last year of the four year expected life span.
- Multimedia applications for editing video and audio files are outdated and inadequate.
- Network storage space for teachers and students is inadequate.

Summary of Needs

- The campus technology team should be expanded to include faculty representatives.
- A comprehensive, systematic plan,including a scope and sequence, should be developed and implemented in order to ensure that 100 percent of our students master the Technology Application TEKS. The validity of the Eighth Grade Technology Assessment should be evaluated, with consideration given to a more authentic method of measuring student mastery of the objectives.
- Professional development should be expanded to utilize multiple staff development models.
- Campus administrators and technology staff should continue to communicate with district-level personnel the importance of developing a replacement cycle for all technology and moving toward a one to one computer to student ratio. Until a one to one ratio becomes possible, compus and district personnelshould seek funds to replace or retool computers that are "too slow" to be effective in the classroom.
- Options for replacing Windows Movie Matker and expanding network storage should be examined.

Comprehensive Needs Assessment Summary of Priority Needs
2010-2011

Demographics:
Are we prepared for an increasingly diverse population?
How should we work to identify minority GT students?
Why is our SPED% of male students much larger than total% or GT%?
Are White males over identified in GT program or are other groups under identified or both?
How does the discrepency between teacher ethnicities and student ethnicities affect students, parents, and staff?

Student Achievement:
year to year tracking of students in intervention programs
monitoring groups in Aware for ESL students
possibly implement smaller ESL math classes in addition to accel. Math for LEP students

School Culture and Climate:
males are overrepresented in discipline
At risk students (sp.ed. & 504) are overrepresented in discipline referrals
Improve building security
Improve building cleanliness
More comprehensive bullying training for students (in addition to RC, Officer Adams, & Ms. Williams

Teacher Quality:
Continue to refine and structure instruction based on disaggregated data from standardized testing
Continue Love and Logic Training, including full course and refresher
Continue to build a school culture that reflects a sense of community
Improve planned vertical teaming and hold all accountable
Move to PDAS appraisal which gives more input
Offer incentives for teachers to go to technology training to improve teacher quality

Curriculum, Instruction and Assessment:
Horizontal Planning/teaching all subjects
District benchmarks at all grade levels
Standardized testing is not differentiated
Student understanding of purpose for and benefit of assessment
Each teacher being accountable for all students learning the curriculum

Family and Community Involvement:
only half of the PTA newsletters were translated into Spanish
marquee should be in English and Spanish
all websites should be kept up-to-date

School Content and Organization:
time
money

Technology:
The campus technology team should be expanded to include faculty representatives.
A comprehensive, systematic plan,including a scope and sequence, should be developed and implemented in order to ensure that 100 percent of our students master the Technology Application TEKS. The validity of the Eighth Grade Technology Assessment should be evaluated, with consideration given to a more authentic method of measuring student mastery of the objectives.
Professional development should be expanded to utilize multiple staff development models.
Campus administrators and technology staff should continue to communicate with district-level personnel the importance of developing a replacement cycle for all technology and moving toward a one to one computer to student ratio. Until a one to one ratio becomes possible, compus and district personnelshould seek funds to replace or retool computers that are "too slow" to be effective in the classroom.
Options for replacing Windows Movie Matker and expanding network storage should be examined.

Board Summary
Campus Improvement Plans
2011-12

Strickland Middle School

Wildy Important Goals for 2011-12
WIG 1: Improve student performance in all subject areas for all grade levels and sub-groups eliminating achievement gaps on all common assessments, benchmarks, and state assessments. STAAR testing accountability and AYP (CNA)
WIG 2: Provide necessary staff development to increase student performance for all subjects, grade levels and sub-groups eliminating achievement gaps on all common and state assessments. State testing accountability and AYP (CNA)
WIG 3: All members of the school community, especially parents, will be partners in the continuing improvement of the educational system and school climate. Continuous school improvement based on staff input survey, parent input, student input and data analysis. (CNA)
WIG 4: Goal: A school climate will be provided that is safe, orderly and well maintained. Student and staff survey, CLT recommendation that campus safety issues be addressed as a campus priority (CNA)

Campus Improvement Plan
Strickland Middle School

WIG 1

Improve student performance in all subject areas for all grade levels and sub-groups eliminating achievement gaps on all common assessments, benchmarks, and state assessments.
STAAR testing accountability and AYP (CNA)

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All Areas: 1. Target testing vocabulary and implement Academic Vocabulary training in all areas **Person(s) Responsible:** Teachers **Completion Date:** All year **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	district provided materials	[ ]	[ ]		Lesson plans	Common assessments, benchmarks, STAAR results	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
2. Common assessments, benchmark testing and increased use of Aware **Person(s) Responsible:** Dept. heads and teachers **Completion Date:** Each 6 wks- or unit **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Title funds for sub days for core teachers to write common assessments - $7500	[X]	[ ]		Results in Aware 1st 6 weeks training update	Data in Aware	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. Study Island and elementary and middle school Brain Pop **Person(s) Responsible:** Principal **Completion Date:** Each week **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Title funds $10000.00	[X]	[ ]		Weekly report		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
4. Instruction by Certified and Highly-Qualified teachers **Person(s) Responsible:** Principal **Completion Date:** October 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		HQ report		[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
5. Integrate Technology to enhance instruction. **Person(s) Responsible:** Principal, CTT, teachers **Completion Date:** All year **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Title funds $25,000.00 and training	[X]	[ ]		Lesson plans lab schedule Mobi use CPS use		[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
6. Increase quantity and quality of PLC meetings **Person(s) Responsible:** Principals, team leaders, dept. heads, and counselors **Completion Date:** All year/monitor each 3 weeks **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funds and training	[ ]	[ ]		meeting tools usage		[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
7. Increase number of teachers using Best Practices and Marzano strategies **Person(s) Responsible:** Principals, teachers **Completion Date:** All year **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funds and training	[ ]	[ ]		Look 2 Learning walks and lesson plans		[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
8. Implement UNT Talent Search Program at SMS **Person(s) Responsible:** Counselors, UNT Talent Search Personnel **Completion Date:** November 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Reading: 1. Provide SSI tutoring for students who did not pass TAKS **Person(s) Responsible:** Principal, teachers **Completion Date:** Oct. 2011 through April 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Title Funds $7,000.00 and staff	[X]	[ ]		Attendance in tutorials	STAAR Results	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Schedule READ 180 for students who are 2 or more grade levels behind **Person(s) Responsible:** Counselors **Completion Date:** August 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	staff	[ ]	[ ]		Schedule		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
3. Double-blocked reading for at-risk students (any appropriate combination of reading, expo, ESL reading, Read 180, intensive reading, accel. reading, ACE) **Person(s) Responsible:** Counselors, Principal **Completion Date:** All year **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Funds and staff	[ ]	[ ]		Schedule		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
4. Parent Reading Night at Book Fair **Person(s) Responsible:** Teachers and Librarian **Completion Date:** Dec. 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Title funds $300.00	[X]	[ ]		Attendance at Fair		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
5. Use TAKS or SRI to obtain lexile scores to diagnose reading deficiencies **Person(s) Responsible:** Reading teachers **Completion Date:** Oct. 2011 and May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Funds and staff time	[ ]	[ ]		lexile scores		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
6. Build library collection **Person(s) Responsible:** principal and librarian **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Title funds: $5000	[X]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Mathematics: 1. Provide SSI tutoring for students who did not pass TAKS **Person(s) Responsible:** principal **Completion Date:** April 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Title funds: $13000	[X]	[ ]		Attendance at tutorials	STAAR results	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
2. Schedule Regular Math and Accelerated Math for all students not mastering grade level TEKS **Person(s) Responsible:** Counselors **Completion Date:** August 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Funds and staff	[ ]	[ ]		Schedule		[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. Provide Family Math and Science Nights **Person(s) Responsible:** Math and science depts. **Completion Date:** March 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Title Funds $2000.00 and staff time	[X]	[ ]		Sign-in sheets		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
4. Provide Math tutorials in Lab 102 **Person(s) Responsible:** principal and math dept. **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Title funds $3,000.00 Staff time	[X]	[ ]		sign-in sheets		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
5. Use of AIM curriculum, Fast Math and Connected Math in accelerated math classes **Person(s) Responsible:** Principals, accelerated math teachers **Completion Date:** 12 wk blocks **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		Lesson plans		[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
6. Minimum of 45 minutes per week of computer lab based instruction, Classworks, Study Island, FASST math, etc. for all accel. math students **Person(s) Responsible:** Principals **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Title funds for additional computers $37000.00	[X]	[ ]		lab reservation lists, Classworks activity reports	Common assessment, benchmarks, STAAR results	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
7. Team math tutorials and interventions **Person(s) Responsible:** Teams and team leaders **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		tutorial attendance	common assessment, benchmark and STAAR results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
8. Utilize T.I. Navigator technology in all math classes **Person(s) Responsible:** **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Math dept.		[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Science: 1. Provide Family Math and Science Nights **Person(s) Responsible:** Math and science depts **Completion Date:** March 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Title Funds $3000.00 and staff time	[ ]	[ ]		Sign-in sheets	STAAR results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
2. Provide science tutorials for all students not mastering TEKS **Person(s) Responsible:** Science dept. & Principals **Completion Date:** Jan - April 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Title funds $3000.00 and staff time	[X]	[ ]		benchmarks		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. Integrate use of COWs **Person(s) Responsible:** Principals **Completion Date:** Each 6 wks **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Funds and Staff time	[ ]	[ ]		Lesson plans		[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
4. Increase use of Probeware **Person(s) Responsible:** Principals **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		Lesson plans		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
5. Increase use of hands-on lab activities **Person(s) Responsible:** Principals **Completion Date:** Each 6 wks **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Funds and staff time	[ ]	[ ]		Lesson plans		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Social Studies: 1. Increase use of primary sources **Person(s) Responsible:** Principals **Completion Date:** Each 6 wks **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Funds	[ ]	[ ]		Lesson plans	Common assessments, benchmarks, STAAR results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
2. Utilize STAAR review cards **Person(s) Responsible:** Principals **Completion Date:** Spring Sem. **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		Lesson plans	Common assessments, benchmarks, STAAR results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Writing 3. Incorporate 6+1 Traits Writing **Person(s) Responsible:** Principals **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Staff time and funds	[ ]	[ ]		Lesson plans	Common assessments, benchmarks, STAAR results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Strickland Middle School

WIG 2

Provide necessary staff development to increase student performance for all subjects, grade levels and sub-groups eliminating achievement gaps on all common and state assessments.
State testing accountability and AYP (CNA)

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Staff Development: 1. Time Out for Technology **Person(s) Responsible:** Principal, CTT **Completion Date:** Weekly **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		attendance at training	common assessment, benchmark & STAAR results student engagement technology implementation	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
2. Horizontal Planning **Person(s) Responsible:** Dept. heads and teachers **Completion Date:** weekly planning time **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		aligned lessons and curriculum	common assessment, benchmark data	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. PLC 4 REAL & Marzano Strategies **Person(s) Responsible:** PLC team **Completion Date:** Aug. 2011, Oct. 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		sign-in sheets	implementation collaboration	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
4. Assessment strategies including Benchmarking and alternative assessments for learning **Person(s) Responsible:** Principals, dept. heads **Completion Date:** Oct. 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Lesson Plans	common assessment, benchmark data	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
5. Continue to implement and train new teachers in Love and Logic **Person(s) Responsible:** counselors and teachers **Completion Date:** 1st semester **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]			discipline reports	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
6. Web Literacy Strategies **Person(s) Responsible:** **Completion Date:** Jan. 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Title Funds (book study $1500.00)and staff time	[ ]	[ ]				[X] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
7. Professional Development on STAAR as it becomes available. **Person(s) Responsible:** Principals, dept. heads **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
8. Staff book studies - 2 **Person(s) Responsible:** Principal team leaders, CTT, and dept. heads **Completion Date:** Jan, Mar. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title funds $3000.00 and staff time	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
9. Annual review of Professional Dev. Needs **Person(s) Responsible:** Principal and CLT **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		Staff survey and CLT input		[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Strickland Middle School

WIG 3

All members of the school community, especially parents, will be partners in the continuing improvement of the educational system and school climate.
Continuous school improvement based on staff input survey, parent input, student input and data analysis. (CNA)

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. Plan with elementary to schedule students **Person(s) Responsible:** Counselors **Completion Date:** Jan- April **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		Meetings scheduled	Course sheets reccvd.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
2. Hold parent meetings in English and Spanish **Person(s) Responsible:** Principals and counselors **Completion Date:** Aug, Sept, April **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		Meetings scheduled	Sign-in sheets	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. Utilize WEB to ease stress of 6th graders transition to middle school **Person(s) Responsible:** WEB leaders **Completion Date:** All year **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Title funds $2200.00 and staff time	[X]	[ ]		Attendance at WEB events	Disc. & grade report	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
4. Open House and Annual Title Mtg. **Person(s) Responsible:** Principal **Completion Date:** August 30, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		Sign-in sheets	Sign-in sheets	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
5. Family Math and Science Night **Person(s) Responsible:** Principals, counselors, math and science departments **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Funds and staff time	[X]	[ ]		sign - in sheets		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
6. Rachel's Challenge **Person(s) Responsible:** Counselors **Completion Date:** Oct 7 - June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Title funds $3600.00 and staff time	[X]	[ ]		Student and parent feedback	Disc report & counselor feedback	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
7. All written communication in English and Spanish **Person(s) Responsible:** All staff **Completion Date:** All year **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Printed comm.	Parent feedback	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
8. Increased use of teacher web pages **Person(s) Responsible:** CTT, teachers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		Parent feedback	Parent feedback	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
9. Promote parent use of Parent Connection **Person(s) Responsible:** principals, counselors, CTT, teachers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Parent usage	Parent usage	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
10. Increase use of automated phone messages in English and Spanish **Person(s) Responsible:** principal **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		phone out reports log		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
11. College Ed **Person(s) Responsible:** principals, 7th grade reading teachers, counselors, EXPO 7th **Completion Date:** Nov- Dec **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Funds and staff time	[ ]	[ ]		Lesson plans	Student and parent feedback	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
12. Path to Scholarships **Person(s) Responsible:** Principal, Path to Scholarship trained staff **Completion Date:** Fall sem. **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Funds and staff time	[ ]	[ ]		Attendance	Student and parent feedback	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
13. Increase use of Schoolwires' eAlerts **Person(s) Responsible:** CTT **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff time	[ ]	[ ]		Number of users	Parent feedback	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
14. SMS Sp. Ed. Staff attends 5th grade transition ARD mtgs. **Person(s) Responsible:** Diagnostician, 6th inclusion teachers, A.P.s, counselors, LSSP **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff time	[ ]	[ ]		ARD Attendance	Parent feedback	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
15. "Education Go Get It" week **Person(s) Responsible:** Counselors, teachers **Completion Date:** Jan/Feb. **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [X] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Strickland Middle School

WIG 4

Goal: A school climate will be provided that is safe, orderly and well maintained.
Student and staff survey, CLT recommendation that campus safety issues be addressed as a campus priority (CNA)

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. Rachel's Challenge **Person(s) Responsible:** Counselors **Completion Date:** Oct- June **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	TitleFunds $3600.00 and staff time	[X]	[ ]		Disc report and counselor feedback	Disc report and counselor feedback	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
2. Promote use of Choose to Care **Person(s) Responsible:** Principal and counselors, SRO **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]				[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. Therapeutic groups for anger management and peer support **Person(s) Responsible:** Counselors, LSSP **Completion Date:** Starting 2nd 6 weeks **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]			Teacher feedback	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
4. Implement school-wide bullying prevention program **Person(s) Responsible:** Counselors, principals, teachers, SRO **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funds and staff time	[ ]	[ ]		Staff development and anti-bullying contracts	Disc report and Counselor feedback	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
5. Project Alert and Stepping Up **Person(s) Responsible:** SAC counselor **Completion Date:** Oct - May **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funds and staff time	[ ]	[ ]		Lesson plans	SAC feedback and survey	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
6. Review crisis Management Plan **Person(s) Responsible:** Principals, CLT, SRO **Completion Date:** Sept. 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Staff time	[ ]	[ ]		Scheduled meetings	Updated plan	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
7. Continue to implement Love and Logic strategies **Person(s) Responsible:** Principals, Counselors, teachers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funds and staff time	[ ]	[ ]		Team feedback	Discipline reports	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
8. Safety and Security Audit **Person(s) Responsible:** principals, SRO **Completion Date:** 12/2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Audit		[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
9. Ongoing maintenance needs assessment **Person(s) Responsible:** Principal, maintenance staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Strickland Middle School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Heather McLaughlin
2) Classroom Teacher	Christina Dearman
3) Classroom Teacher	Leroy Rowe
4) Classroom Teacher	Michelle Trietsch
5) Classroom Teacher	John Lovette
6) Classroom Teacher	Carol Watkins
7) Campus-based Nonteaching Professional	Rhonda Thomas
8) Campus-based Paraprofessional and Operations Staff	Gloria Smith
9) District-level Professional	Larry Shaw
10) Parent	Patrice Frisby
11) Parent	Tammy Brooks
12) Community Member	Keith Adams
13) Community Member	Ricky Hayes
14) Business Representative	Barbara Russell
15) Business Representative	Jane Prevratil

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	4/14/2011	3:45 p.m.	SMS Library
2	4/21/2011	3:45 p.m.	SMS Library
3	5/12/2011	3:45 p.m.	SMS Library
4	5/19/2011	3:45 p.m.	SMS Library
5	5/26/2011	3:45 p.m.	SMS Library
6	9/15/2011	3:45 p.m.	SMS Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: DENTON H S

Campus #: 061901003

2011 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Commended on Social Studies

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 9															
Reading	2011	89%	93%	92%	89%	82%	82%	95%	> 99%	> 99%	*	*	69%	82%	51%
	2010	92%	94%	94%	92%	90%	86%	96%	> 99%	> 99%	*	*	74%	88%	73%
Mathematics	2011	72%	76%	71%	72%	51%	65%	83%	> 99%	> 99%	*	*	52%	59%	40%
	2010	72%	77%	73%	72%	62%	57%	83%	> 99%	> 99%	*	*	52%	63%	38%
All Tests	2011	69%	75%	70%	70%	52%	59%	81%	> 99%	> 99%	*	*	45%	55%	29%
	2010	70%	75%	72%	70%	59%	54%	82%	> 99%	> 99%	*	*	48%	60%	34%
TAKS Met 2011 Standard Grade 10															
Eng Lang Arts	2011	91%	92%	91%	92%	94%	87%	94%	86%	> 99%	*	*	63%	89%	74%
	2010	91%	93%	91%	92%	87%	88%	96%	*	90%	*	*	74%	83%	70%
Mathematics	2011	75%	76%	76%	75%	67%	63%	84%	> 99%	92%	*	*	51%	63%	45%
	2010	75%	78%	78%	74%	70%	64%	83%	*	90%	*	*	42%	65%	33%
Science	2011	76%	76%	78%	72%	62%	55%	86%	> 99%	92%	*	*	42%	61%	22%
	2010	75%	80%	78%	78%	69%	65%	88%	*	> 99%	*	*	58%	66%	31%
Soc Studies	2011	93%	93%	94%	93%	91%	86%	98%	> 99%	> 99%	*	*	70%	88%	70%
	2010	93%	93%	94%	93%	88%	90%	96%	*	> 99%	*	*	68%	86%	77%
All Tests	2011	65%	66%	67%	63%	51%	45%	77%	86%	92%	*	*	30%	47%	16%
	2010	65%	69%	68%	66%	60%	50%	80%	*	80%	*	*	31%	53%	27%
TAKS Met 2011 Standard ^ Grade 11															
Eng Lang Arts	2011	94%	96%	96%	95%	96%	91%	96%	*	> 99%	*	*	83%	91%	77%
	2010	93%	95%	94%	95%	95%	90%	98%	*	> 99%	*	*	76%	90%	77%
Mathematics	2011	90%	89%	91%	90%	95%	82%	93%	*	> 99%	*	*	65%	83%	62%
	2010	88%	89%	90%	85%	72%	82%	90%	*	> 99%	*	*	59%	79%	63%
Science	2011	90%	90%	93%	87%	97%	76%	91%	*	> 99%	*	*	59%	81%	38%
	2010	90%	90%	92%	87%	88%	72%	95%	*	> 99%	*	*	66%	79%	45%
Soc Studies	2011	98%	98%	98%	98%	98%	97%	98%	*	> 99%	*	*	89%	96%	92%
	2010	97%	98%	97%	97%	> 99%	94%	98%	*	> 99%	*	*	84%	94%	90%
All Tests	2011	84%	85%	87%	83%	91%	72%	87%	*	> 99%	*	*	47%	74%	35%
	2010	81%	83%	85%	78%	72%	65%	87%	*	> 99%	*	*	43%	66%	33%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	93%	91%	90%	86%	95%	94%	> 99%	*	*	70%	87%	66%
	2010	90%	93%	93%	93%	90%	87%	97%	> 99%	n/a	n/a	n/a	75%	87%	73%
Mathematics	2011	84%	88%	80%	78%	69%	68%	86%	> 99%	98%	*	*	55%	66%	46%
	2010	84%	88%	80%	76%	67%	66%	85%	> 99%	n/a	n/a	n/a	52%	68%	43%
Science	2011	83%	84%	85%	79%	78%	64%	88%	> 99%	95%	*	*	49%	69%	28%
	2010	82%	86%	85%	82%	78%	69%	92%	*	n/a	n/a	n/a	63%	72%	38%
Soc Studies	2011	95%	96%	96%	95%	94%	91%	98%	> 99%	> 99%	*	*	78%	92%	78%
	2010	94%	96%	96%	95%	94%	92%	97%	*	n/a	n/a	n/a	77%	90%	84%
All Tests	2011	76%	81%	74%	71%	63%	57%	81%	94%	98%	*	*	40%	57%	25%
	2010	76%	81%	75%	71%	63%	56%	83%	> 99%	n/a	n/a	n/a	42%	60%	32%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	24%	26%	22%	19%	31%	44%	44%	*	*	9%	17%	4%
	2010	32%	38%	26%	27%	19%	16%	38%	42%	42%	*	*	15%	18%	11%
Mathematics	2011	29%	32%	20%	18%	7%	12%	24%	31%	56%	*	*	4%	9%	2%
	2010	28%	31%	21%	19%	10%	11%	26%	27%	59%	*	*	5%	9%	6%
Science	2011	30%	33%	22%	20%	12%	10%	28%	20%	50%	*	*	3%	10%	< 1%
	2010	28%	30%	18%	17%	7%	9%	26%	*	35%	*	*	5%	8%	2%
Soc Studies	2011	47%	51%	50%	47%	39%	35%	56%	50%	64%	*	*	19%	34%	4%
	2010	45%	51%	47%	40%	26%	27%	53%	*	65%	*	*	6%	24%	9%
All Tests	2011	16%	19%	10%	10%	2%	6%	14%	25%	37%	*	*	< 1%	5%	< 1%
	2010	15%	17%	9%	10%	4%	5%	16%	8%	30%	*	*	2%	4%	2%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	85%	84%	92%	88%	67%	*	*	*	*	84%	85%	83%
	2010	85%	88%	85%	72%	75%	74%	64%	*	*	*	*	72%	69%	75%
Mathematics	2011	77%	83%	67%	60%	60%	60%	58%	*	*	*	*	60%	57%	58%
	2010	75%	79%	65%	60%	52%	63%	63%	*	*	*	*	60%	59%	58%
Science	2011	60%	60%	62%	53%	60%	50%	*	*	*	*	*	53%	54%	50%
	2010	58%	58%	58%	50%	*	36%	67%	*	*	*	*	50%	52%	29%
Soc Studies	2011	68%	67%	71%	73%	> 99%	67%	*	*	*	*	*	73%	73%	60%
	2010	67%	68%	67%	59%	*	50%	70%	*	*	*	*	59%	56%	60%
All Tests	2011	66%	73%	56%	60%	59%	60%	62%	*	*	*	*	60%	55%	50%
	2010	64%	69%	53%	55%	54%	58%	50%	*	*	*	*	55%	51%	54%
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	> 99%	90%	*	> 99%	83%	*	*	*	*	90%	85%	*
All Tests	2010	93%	96%	> 99%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	98.8%	98.5%	99.6%	97.7%	99.5%	100.0%	88.5%	*	*	98.0%	98.3%	94.9%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	90.6%	91.2%	88.3%	88.8%	94.0%	93.8%	88.5%	*	*	33.3%	87.8%	77.2%
Not on TAKS	7.6%	7.6%	8.2%	7.3%	11.2%	8.9%	5.5%	6.3%	0.0%	*	*	64.7%	10.6%	17.6%
TAKS(Acc) Only	2.4%	2.1%	2.5%	2.7%	1.8%	4.3%	2.1%	0.0%	0.0%	*	*	23.5%	3.7%	8.1%
TAKS-M Only	3.1%	3.4%	3.3%	2.4%	5.8%	2.5%	1.3%	0.0%	0.0%	*	*	20.9%	3.9%	7.4%
TAKS-Alt Only	0.9%	0.7%	0.8%	1.1%	0.4%	0.7%	1.6%	6.3%	0.0%	*	*	9.8%	1.5%	0.0%
Combination	1.3%	1.4%	1.4%	1.2%	3.1%	1.4%	0.5%	0.0%	0.0%	*	*	10.5%	1.5%	2.2%
By Acct Status														
Acct System	94.0%	95.7%	94.3%	94.4%	91.5%	95.4%	95.8%	100.0%	82.7%	*	*	94.1%	94.6%	91.2%
Non-Acct System	4.6%	3.5%	4.6%	4.1%	8.1%	2.3%	3.7%	0.0%	5.8%	*	*	3.9%	3.7%	3.7%
Mobile	4.6%	3.5%	4.6%	4.1%	8.1%	2.3%	3.7%	0.0%	5.8%	*	*	3.9%	3.7%	3.7%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	1.3%	1.5%	0.4%	2.3%	0.5%	0.0%	11.5%	*	*	2.0%	1.7%	5.1%
Absent	0.1%	0.1%	0.1%	0.3%	0.0%	0.7%	0.2%	0.0%	0.0%	*	*	1.3%	0.5%	0.0%
LEP Exempt	0.9%	0.5%	0.3%	0.4%	0.0%	0.9%	0.2%	0.0%	0.0%	*	*	0.0%	0.5%	3.7%
Other	0.4%	0.2%	0.7%	0.8%	0.4%	0.7%	0.2%	0.0%	11.5%	*	*	0.7%	0.7%	1.5%
Total Count	3,231,780	15,537	1,280	1,351	223	439	618	16	52	1	2	153	597	136
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	98.7%	98.7%	99.1%	98.5%	99.3%	100.0%	87.9%	*	*	97.6%	98.7%	92.5%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	90.1%	89.5%	83.2%	87.8%	93.6%	100.0%	87.9%	*	*	30.8%	84.6%	72.4%
Not on TAKS	7.8%	7.7%	8.7%	9.2%	15.9%	10.7%	5.7%	0.0%	0.0%	*	*	66.9%	14.1%	20.1%
TAKS(Acc) Only	2.3%	1.8%	2.4%	2.1%	3.6%	2.2%	1.4%	0.0%	0.0%	*	*	15.4%	2.2%	3.7%
TAKS-M Only	3.3%	3.8%	3.1%	4.3%	8.6%	5.0%	2.5%	0.0%	0.0%	*	*	31.4%	7.8%	10.4%
TAKS-Alt Only	0.8%	0.7%	0.8%	1.0%	0.9%	0.5%	1.1%	0.0%	0.0%	*	*	7.1%	1.3%	0.0%
Combination	1.3%	1.3%	1.3%	1.8%	2.7%	3.0%	0.7%	0.0%	0.0%	*	*	13.0%	2.8%	6.0%
By Acct Status														
Acct System	90.0%	91.0%	90.2%	88.6%	83.6%	87.6%	92.0%	100.0%	81.8%	*	*	55.6%	85.2%	77.6%
Non-Acct System	8.6%	8.1%	8.4%	10.1%	15.5%	10.9%	7.3%	0.0%	6.1%	*	*	42.0%	13.5%	14.9%
Mobile	4.4%	3.6%	4.3%	4.7%	5.5%	5.5%	3.6%	0.0%	6.1%	*	*	2.4%	4.1%	4.5%
Non-Acct Test	4.2%	4.5%	4.0%	5.4%	10.0%	5.5%	3.8%	0.0%	0.0%	*	*	39.6%	9.5%	10.4%
Not Tested	1.4%	0.9%	1.3%	1.3%	0.9%	1.5%	0.7%	0.0%	12.1%	*	*	2.4%	1.3%	7.5%
Absent	0.1%	0.1%	0.2%	0.2%	0.5%	0.0%	0.2%	0.0%	0.0%	*	*	1.2%	0.2%	0.0%
LEP Exempt	0.9%	0.6%	0.4%	0.6%	0.0%	1.0%	0.2%	0.0%	9.1%	*	*	0.6%	0.7%	6.0%
Other	0.4%	0.2%	0.6%	0.5%	0.5%	0.5%	0.4%	0.0%	3.0%	*	*	0.6%	0.4%	1.5%
Total Count	3,175,337	14,816	1,165	1,233	220	403	560	12	33	1	1	169	539	134
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA 2011	47%	53%	56%	45%	56%	40%	38%	*	*	*	*	42%	45%	38%
2010	50%	53%	57%	55%	69%	54%	47%	*	*	*	*	55%	48%	50%
Mathematics 2011	42%	43%	47%	40%	45%	38%	39%	*	*	*	*	29%	37%	31%
2010	45%	52%	50%	50%	54%	44%	57%	*	*	*	*	41%	48%	29%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
English Language Learners Progress Indicator														
2010-11	80%	86%	80%	85%	*	84%	> 99%	*	> 99%	*	*	73%	85%	82%
2009-10	79%	85%	80%	84%	*	84%	*	*	> 99%	*	*	74%	82%	84%
Attendance Rate @														
2009-10	95.5%	95.9%	94.8%	94.7%	95.0%	94.3%	94.8%	94.2%	97.6%	*	*	93.7%	94.0%	94.2%
2008-09	95.6%	95.9%	94.4%	94.2%	93.7%	93.7%	94.6%	94.0%	n/a	n/a	n/a	92.7%	93.1%	93.5%
Annual Dropout Rate (Gr 9-12) @														
2009-10	2.4%	0.3%	0.9%	0.3%	0.0%	0.7%	0.2%	0.0%	0.0%	*	*	0.0%	0.1%	1.2%
2008-09	2.9%	0.7%	1.3%	0.4%	1.4%	0.2%	0.1%	0.0%	n/a	n/a	n/a	0.9%	0.9%	0.5%
4-Year Completion Rate (Gr 9-12) @														
Class of 2010														
Graduated	84.3%	94.0%	92.0%	93.5%	90.7%	86.8%	97.5%	*	n/a	n/a	n/a	83.9%	93.5%	84.6%
Received GED	1.3%	0.1%	0.7%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%
Continued HS	7.2%	4.8%	3.8%	5.5%	9.3%	11.0%	1.9%	*	n/a	n/a	n/a	12.9%	5.6%	7.7%
Dropped Out	7.3%	1.2%	3.8%	1.0%	0.0%	2.2%	0.6%	*	n/a	n/a	n/a	3.2%	0.9%	7.7%
Class of 2009														
Graduated	80.6%	91.8%	90.0%	91.1%	90.2%	82.4%	96.0%	*	n/a	n/a	n/a	75.8%	85.2%	70.0%
Received GED	1.4%	0.3%	0.8%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%
Continued HS	8.6%	6.6%	3.5%	7.8%	5.9%	17.6%	3.2%	*	n/a	n/a	n/a	21.2%	11.4%	30.0%
Dropped Out	9.4%	1.3%	4.5%	1.2%	3.9%	0.0%	0.8%	*	n/a	n/a	n/a	3.0%	3.4%	0.0%
5-Year Extended Completion Rate (Gr 9-12) @														
Class of 2009														
Graduated	85.1%	96.7%	92.6%	96.1%	92.2%	94.4%	98.4%	*	n/a	n/a	n/a	88.6%	93.1%	94.4%
Received GED	1.9%	0.3%	1.2%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%
Continued HS	2.1%	1.4%	0.8%	2.4%	3.9%	4.2%	0.8%	*	n/a	n/a	n/a	8.6%	3.4%	5.6%
Dropped Out	10.8%	1.6%	5.1%	1.6%	3.9%	1.4%	0.8%	*	n/a	n/a	n/a	2.9%	3.4%	0.0%
Class of 2008														
Graduated	83.4%	96.8%	91.5%	97.1%	92.6%	96.7%	97.8%	*	n/a	n/a	n/a	86.2%	93.0%	100.0%
Received GED	2.1%	0.1%	0.9%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%
Continued HS	2.4%	1.5%	0.7%	0.7%	3.7%	0.0%	0.6%	*	n/a	n/a	n/a	6.9%	2.8%	0.0%
Dropped Out	12.2%	1.7%	6.5%	2.2%	3.7%	3.3%	1.7%	*	n/a	n/a	n/a	6.9%	4.2%	0.0%
Completion Rate I (Graduates and Continuers) @ (Standard Accountability Indicator)														
Class of 2010	91.4%	98.7%	95.6%	99.0%	100.0%	97.8%	99.4%	*	n/a	n/a	n/a	96.8%	99.1%	92.3%
Class of 2009	89.2%	98.4%	94.6%	98.8%	96.1%	100.0%	99.2%	*	n/a	n/a	n/a	97.0%	96.6%	100.0%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion @														
2009-10	26.3%	31.1%	25.8%	25.4%	13.2%	17.6%	33.4%	31.3%	52.2%	*	*	4.4%	15.3%	16.0%
2008-09	24.6%	27.7%	23.0%	23.4%	12.2%	14.8%	31.7%	66.7%	n/a	n/a	n/a	5.6%	11.5%	11.0%
RHSP/DAP Graduates @														
Class of 2010	82.7%	86.4%	81.6%	84.1%	73.0%	81.1%	88.4%	*	100.0%	-	*	15.2%	73.2%	58.3%
Class of 2009	82.5%	86.2%	80.9%	87.1%	80.4%	92.3%	86.3%	*	n/a	n/a	n/a	8.7%	83.3%	83.3%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
AP/IB Results @															
Tested															
	2010	22.7%	37.3%	22.5%	31.4%	7.8%	21.0%	41.1%	80.0%	55.6%	?	*	n/a	n/a	n/a
	2009	21.2%	38.7%	22.2%	28.7%	11.1%	17.1%	38.7%	*	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion															
	2010	50.8%	43.0%	52.9%	47.5%	33.3%	35.1%	52.5%	*	50.0%	*	-	n/a	n/a	n/a
	2009	51.2%	39.5%	47.4%	46.9%	10.0%	41.4%	50.0%	*	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion															
	2010	46.7%	31.8%	44.8%	38.0%	50.0%	34.3%	36.7%	12.5%	63.3%	*	-	n/a	n/a	n/a
	2009	47.4%	27.3%	41.9%	35.8%	9.1%	26.5%	39.2%	28.6%	n/a	n/a	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) – Higher Education Readiness Component															
Eng Lang Arts	2011	66%	72%	69%	70%	68%	59%	79%	*	70%	*	*	31%	59%	21%
	2010	60%	62%	59%	61%	54%	51%	70%	*	57%	*	*	33%	54%	24%
Mathematics	2011	69%	66%	71%	61%	48%	51%	71%	*	80%	*	*	20%	48%	21%
	2010	66%	66%	68%	56%	30%	45%	70%	*	> 99%	*	*	16%	42%	22%
SAT/ACT Results @															
Tested															
Class of 2010		62.6%	61.6%	62.5%	63.4%	67.9%	46.2%	69.0%	*	77.8%	-	?	n/a	n/a	n/a
Class of 2009		61.5%	58.4%	62.1%	50.9%	57.1%	28.3%	58.3%	*	n/a	n/a	n/a	n/a	n/a	n/a
At/Above Criterion															
Class of 2010		26.9%	32.9%	26.6%	34.9%	0.0%	16.7%	45.0%	*	57.1%	-	*	n/a	n/a	n/a
Class of 2009		26.9%	29.8%	23.6%	28.7%	4.2%	17.6%	38.8%	*	n/a	n/a	n/a	n/a	n/a	n/a
Average SAT Score															
Class of 2010		985	1026	1005	1025	747	1006	1077	-	1197	-	*	n/a	n/a	n/a
Class of 2009		985	1012	986	1018	895	963	1061	*	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT Score															
Class of 2010		20.5	21.1	20.9	21.9	15.8	21.6	22.7	*	-	-	*	n/a	n/a	n/a
Class of 2009		20.5	20.8	20.7	20.8	18.0	20.4	22.4	-	n/a	n/a	n/a	n/a	n/a	n/a
College-Ready Graduates @															
Eng Lang Arts															
Class of 2010		66%	67%	72%	63%	34%	51%	74%	*	75%	*	*	23%	48%	25%
Class of 2009		62%	61%	60%	58%	56%	44%	66%	*	n/a	n/a	n/a	25%	40%	14%
Mathematics															
Class of 2010		64%	67%	66%	65%	33%	52%	77%	*	88%	*	*	27%	48%	14%
Class of 2009		60%	59%	60%	59%	36%	53%	68%	*	n/a	n/a	n/a	< 1%	46%	36%
Both Subjects															
Class of 2010		52%	54%	53%	50%	14%	35%	64%	*	75%	*	*	18%	32%	14%
Class of 2009		47%	46%	45%	43%	23%	31%	55%	*	n/a	n/a	n/a	< 1%	23%	14%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		1,719	100.0%	65,554	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	3.0%	4.5%
	Kindergarten	0	0.0%	0.0%	8.5%	7.6%
	Grade 1	0	0.0%	0.0%	8.5%	7.9%
	Grade 2	0	0.0%	0.0%	8.8%	7.7%
	Grade 3	0	0.0%	0.0%	8.5%	7.6%
	Grade 4	0	0.0%	0.0%	7.9%	7.6%
	Grade 5	0	0.0%	0.0%	7.9%	7.6%
	Grade 6	0	0.0%	0.0%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.0%	7.1%	7.2%
	Grade 9	548	31.9%	26.2%	7.5%	7.9%
	Grade 10	489	28.4%	24.8%	6.4%	7.0%
	Grade 11	361	21.0%	25.4%	5.7%	6.4%
	Grade 12	321	18.7%	23.6%	5.5%	5.9%
Ethnic Distribution:	African American	277	16.1%	14.7%	11.6%	12.9%
	Hispanic	570	33.2%	32.6%	30.8%	50.3%
	White	781	45.4%	45.3%	52.9%	31.2%
	Native American	20	1.2%	0.5%	0.9%	0.5%
	Asian	59	3.4%	4.5%	2.6%	3.4%
	Pacific Islander	1	0.1%	0.3%	0.1%	0.1%
	Two or More Races	11	0.6%	2.1%	1.2%	1.6%
Economically Disadvantaged		780	45.4%	39.5%	41.5%	59.2%
Limited English Proficient (LEP)		169	9.8%	3.8%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		58	3.3%	3.6%	1.3%	1.9%
At-Risk		759	44.2%	42.0%	35.1%	46.3%
Mobility (2009-10)		316	18.3%	15.7%	17.1%	18.2%
Number of Students per Teacher		13.0	n/a	15.2	13.0	14.7

STUDENT INFORMATION

Graduates (Class of 2010):	Campus Count	Campus Percent	Campus Group	District	State
Total Graduates	295	100.0%	14,405	1,146	280,520
By Ethnicity (incl. Special Ed.):					
African American	37	12.5%	1,972	145	36,988
Hispanic	90	30.5%	4,021	327	119,365
White	155	52.5%	7,303	619	108,577
American Indian	2	0.7%	74	10	1,452
Asian	9	3.1%	707	29	9,967
Pacific Islander	0	0.0%	48	0	363
Two or More Races	2	0.7%	280	16	3,808
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	47	15.9%	2,509	156	48,391
Recommended H.S. Pgm./DAP	248	84.1%	11,896	990	232,129
Special Education Graduates	33	11.2%	1,306	99	25,537

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.8	19.0
	Grade 1	-	-	18.9	18.9
	Grade 2	-	-	18.8	18.8
	Grade 3	-	-	19.1	18.8
	Grade 4	-	-	20.3	19.0
	Grade 5	-	-	21.9	21.4
	Grade 6	-	-	20.9	20.7
	Mixed Grades	-	-	19.2	23.9
Secondary:	English/Language Arts	20.9	19.8	20.4	17.3
	Foreign Languages	18.6	19.4	18.8	19.0
	Mathematics	20.8	20.3	19.4	17.9
	Science	21.9	20.6	22.9	19.0
	Social Studies	23.1	22.4	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	177.2	100.0%	100.0%	100.0%	100.0%
Professional Staff:	159.1	89.7%	92.5%	72.3%	63.4%
Teachers	132.4	74.7%	79.8%	56.2%	50.5%
Professional Support	19.4	10.9%	8.3%	12.8%	9.0%
Campus Admin. (School Leader.)	7.3	4.1%	4.4%	2.7%	2.8%
Educational Aides:	18.2	10.3%	7.5%	7.9%	9.5%
Total Minority Staff:	32.6	18.4%	18.9%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	13.6	10.3%	6.4%	6.5%	9.3%
Hispanic	12.5	9.4%	8.2%	11.7%	23.7%
White	103.9	78.5%	82.1%	78.4%	63.9%
American Indian	0.0	0.0%	0.9%	0.8%	0.4%
Asian	0.0	0.0%	1.1%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	2.4	1.8%	1.2%	2.1%	1.3%
Males	70.5	53.2%	42.4%	24.0%	23.2%
Females	61.9	46.8%	57.6%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	7.8	5.9%	5.4%	4.8%	6.0%
1-5 Years Experience	36.7	27.8%	28.2%	31.8%	30.0%
6-10 Years Experience	25.2	19.0%	20.0%	22.7%	21.1%
11-20 Years Experience	36.1	27.3%	26.4%	25.5%	25.0%
0ver 20 Years Experience	26.6	20.1%	20.0%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.6 yrs.	12.1 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	7.5 yrs.	7.4 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$47,304	$41,908	$45,521	$41,272
1-5 Years Experience	$48,438	$45,360	$47,448	$44,013
6-10 Years Experience	$49,643	$47,790	$48,287	$46,604
11-20 Years Experience	$52,218	$51,435	$51,852	$50,476
Over 20 Years Experience	$64,063	$60,044	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$52,766	$50,207	$51,120	$48,638
Professional Support	$58,799	$56,245	$55,177	$57,045
Campus Administration (School Leadership)	$73,738	$74,754	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	12.6	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	13,767,271	100.0%	$8,686	14,325,785	100.0%	$9,038	$440,641,880	100.0%	$6,763
Instruction (11,95)	$9,193,193	66.8%	$5,800	$9,262,131	64.7%	$5,844	$300,508,944	68.2%	$4,612
Instructional-Related Services (12,13)	$519,990	3.8%	$328	$524,970	3.7%	$331	$12,763,072	2.9%	$196
Instructional Leadership (21)	$239,699	1.7%	$151	$239,699	1.7%	$151	$5,425,405	1.2%	$83
School Leadership (23)	$805,672	5.9%	$508	$806,799	5.6%	$509	$29,008,120	6.6%	$445
Support Services-Student (31,32,33)	$899,415	6.5%	$567	$922,946	6.4%	$582	$25,414,308	5.8%	$390
Other Campus Costs (35,36,51,52,53)	$2,109,302	15.3%	$1,331	$2,569,240	17.9%	$1,621	$67,522,031	15.3%	$1,036
By Program:									
Total Operating Expenditures	11,657,969	100.0%	$7,355	11,733,921	100.0%	$7,403	$370,789,949	100.0%	$5,691
Bilingual/ESL Education (25)	$173,777	1.5%	$110	$173,777	1.5%	$110	$2,141,433	0.6%	$33
Career & Technical Education (22)	$1,229,662	10.5%	$776	$1,258,916	10.7%	$794	$41,702,274	11.2%	$640
Accelerated Education (24,30)	$186,088	1.6%	$117	$186,088	1.6%	$117	$16,785,439	4.5%	$258
Gifted & Talented Education (21)	$580	0.0%	$0	$4,681	0.0%	$3	$5,671,594	1.5%	$87
Regular Education (11)	$7,757,357	66.5%	$4,894	$7,757,357	66.1%	$4,894	$236,209,856	63.7%	$3,626
Special Education (23)	$2,023,544	17.4%	$1,277	$2,066,141	17.6%	$1,304	$51,090,269	13.8%	$784
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$11,558	0.0%	$0
High School Allotment (31)	$286,961	2.5%	$181	$286,961	2.4%	$181	$16,267,424	4.4%	$250
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$910,102	0.2%	$14

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	166	9.7%	3.3%	14.3%	16.2%
Career & Technical Education	1,163	67.7%	60.9%	16.7%	21.0%
Gifted & Talented Education	211	12.3%	9.9%	8.7%	7.7%
Special Education	196	11.4%	9.8%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	2.4	1.8%	0.9%	7.1%	5.5%
Career & Technical Education	16.4	12.4%	11.3%	3.6%	4.0%
Compensatory Education	1.0	0.8%	0.8%	5.0%	2.9%
Gifted & Talented Education	0.0	0.0%	1.9%	1.7%	1.9%
Regular Education	88.0	66.4%	63.9%	68.0%	73.4%
Special Education	14.8	11.2%	9.8%	12.0%	9.1%
Other	9.8	7.4%	11.3%	2.6%	3.2%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% Afr_Amer	% LEP
011901001		BASTROP H S	BASTROP ISD	48.8	52.1	39.3	19.4	9.1	4.3
015910003		CHURCHILL H S	NORTH EAST ISD	45.3	24.8	45.4	15.3	4.5	1.4
020908001		PEARLAND H S	PEARLAND ISD	48.3	24.3	30.1	12.9	13.9	1.7
020908008		SHERYL SEARCY NINTH GRAD	PEARLAND ISD	49.2	28.5	28.7	11.1	13.8	2.6
037901001		ALTO H S	ALTO ISD	48.8	64.3	20.2	22.2	29.2	2.4
043910006		PLANO EAST SR H S	PLANO ISD	41.2	26.3	25.9	11.3	13.5	3.0
049901001		GAINESVILLE H S	GAINESVILLE ISD	44.5	62.2	41.5	23.3	7.6	4.5
057909009		ROWLETT H S	GARLAND ISD	47.5	28.7	29.4	13.8	15.2	2.3
061901002		RYAN H S	DENTON ISD	48.6	46.3	34.6	16.7	12.5	9.6
061901003	>	DENTON H S	DENTON ISD	45.4	45.4	33.2	18.3	16.1	9.8
061914001		LITTLE ELM H S	LITTLE ELM ISD	41.6	40.0	35.8	13.2	17.3	3.5
062903001		YOAKUM HIGH SCHOOL	YOAKUM ISD	49.3	48.7	40.4	13.8	8.1	1.5
079901003		FOSTER H S	LAMAR CISD	48.1	26.0	27.8	14.0	17.2	3.5
084910003		CLEAR BROOK H S	CLEAR CREEK ISD	49.4	24.6	20.3	12.6	15.2	2.2
094902001		SAMUEL CLEMENS H S	SCHERTZ-CIBOLO-U CITY IS	46.2	26.3	36.5	15.3	11.2	1.6
101907004		CYPRESS CREEK HIGH SCHOO	CYPRESS-FAIRBANKS ISD	40.9	35.7	30.8	13.6	16.5	3.6
101915003		KLEIN OAK H S	KLEIN ISD	49.3	26.6	28.4	14.3	11.0	3.1
101916001		LA PORTE HIGH SCHOOL	LA PORTE ISD	47.1	37.7	40.1	15.3	8.0	1.5
107901001		ATHENS H S	ATHENS ISD	44.9	58.6	38.2	15.0	14.5	4.7
116905002		GREENVILLE H S	GREENVILLE ISD	44.2	57.2	30.7	19.1	19.1	2.2
120901001		EDNA H S	EDNA ISD	48.8	47.1	32.2	15.2	18.0	1.9
144901001		GIDDINGS H S	GIDDINGS ISD	45.8	49.6	39.8	11.0	12.9	2.4
146901001		CLEVELAND H S	CLEVELAND ISD	47.0	65.0	38.5	24.5	12.3	7.8
154901001		MADISONVILLE HIGH SCHOOL	MADISONVILLE CISD	47.8	61.8	30.4	16.3	19.3	3.0
161909001		MCGREGOR H S	MCGREGOR ISD	48.0	67.5	39.9	14.6	9.8	2.9
161921001		CONNALLY HIGH SCHOOL	CONNALLY ISD	43.9	63.6	26.8	16.7	25.1	1.9
166901002		CAMERON YOE H S	CAMERON ISD	41.1	64.5	35.7	13.8	21.5	2.9
210901001		CENTER H S	CENTER ISD	44.5	66.1	30.9	15.8	23.5	7.3
212905001		ROBERT E LEE H S	TYLER ISD	45.1	41.9	23.7	14.9	26.4	4.3
212909001		CHAPEL HILL H S	CHAPEL HILL ISD	43.6	61.7	30.1	15.4	22.4	5.3
220901001		ARLINGTON H S	ARLINGTON ISD	43.3	46.8	36.5	18.3	14.7	6.4
220905015		WESTERN HILLS H S	FORT WORTH ISD	42.7	43.2	33.1	20.8	19.0	3.5
220907002		FOSSIL RIDGE H S	KELLER ISD	46.6	34.2	26.9	14.8	13.4	4.3
220916002		TRINITY H S	HURST-EULESS-BEDFORD ISD	41.5	42.9	22.2	16.3	18.8	3.9
220918004		SAGINAW H S	EAGLE MT-SAGINAW ISD	42.4	37.9	37.7	19.9	13.7	2.5
221901001		ABILENE H S	ABILENE ISD	43.9	50.9	39.1	18.5	12.9	2.5
227901002		AUSTIN H S	AUSTIN ISD	42.6	36.3	45.2	15.2	7.2	6.3
227901005		MCCALLUM H S	AUSTIN ISD	42.4	43.0	32.8	17.1	19.4	6.3
236902002		HUNTSVILLE H S	HUNTSVILLE ISD	44.9	48.5	26.5	19.9	25.7	5.8
237904002		WALLER H S	WALLER ISD	44.0	56.4	39.4	12.4	13.1	7.0
246906001		HUTTO H S	HUTTO ISD	48.0	41.8	31.2	14.4	16.4	1.4
		Group Average		45.3	39.5	32.6	15.7	14.7	3.8

*** Order of columns will vary on lists for other campuses ***

Most High Schools do not have Comparable Improvement performance data

2011-12
Campus Improvement Plan
for
Denton High School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Denton High School's Mission Statement

Denton High School, in partnership with the home and community, is dedicated to the development of knowledgeable, compassionate individuals who actively and ethically, contribute to the betterment of our world. By providing challening and educational experiences that encourage cooperation, creativity and intercultural understanding, DHS aims to create life-long learners who embrace the diversity of others.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Denton High School Campus Improvement Plan
High School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
9	All	496	92	32	488	90	37		
9	AA	76	91	25	69	81	29		
9	Hispanic	160	85	18	162	83	30		
9	White	241	97	42	227	96	42		
9	Eco. Dis.	209	89	22	218	83	28		
9	SPED	36	61	8	26	58	8		
9	LEP C	47	66	9	42	48	5		
9	LEP M1								
9	LEP M2								
10	All	319	92	13	445	92	13		
10	AA	61	90	10	68	94	7		
10	Hispanic	101	87	5	143	87	9		
10	White	145	96	21	216	94	17		
10	Eco. Dis.	125	84	5	189	88	6		
10	SPED	24	75	4	39	51	3		
10	LEP C	24	67	0	47	72	0		
10	LEP M1								
10	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
11	All	303	96	33	316	95	26		
11	AA	57	95	12	56	96	23		
11	Hispanic	91	92	20	101	91	13		
11	White	144	99	48	146	96	36		
11	Eco. Dis.	126	92	21	130	91	13		
11	SPED	25	84	4	27	78	0		
11	LEP C	27	81	7	24	75	0		
11	LEP M1								
11	LEP M2								

Denton High School Campus Improvement Plan
High School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
9	All	490	71	22	497	73	24		
9	AA	73	62	10	74	50	8		
9	Hispanic	158	56	10	165	64	14		
9	White	239	82	32	225	84	32		
9	Eco. Dis.	209	62	10	222	59	13		
9	SPED	31	35	3	27	48	0		
9	LEP C	49	31	4	46	39	9		
9	LEP M1								
9	LEP M2								
10	All	309	75	16	440	74	12		
10	AA	61	72	11	67	66	3		
10	Hispanic	98	63	8	142	61	8		
10	White	138	83	20	213	84	16		
10	Eco. Dis.	120	65	8	185	60	5		
10	SPED	20	20	0	34	35	6		
10	LEP C	23	30	9	45	40	0		
10	LEP M1								
10	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
11	All	308	85	18	317	91	18		
11	AA	57	72	9	58	95	12		
11	Hispanic	95	82	14	102	84	15		
11	White	146	90	23	144	93	22		
11	Eco. Dis.	131	78	9	132	85	11		
11	SPED	26	50	0	26	65	0		
11	LEP C	29	62	3	24	67	4		
11	LEP M1								
11	LEP M2								

Denton High School Campus Improvement Plan
High School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
10	All	309	78	20	441	73	18		
10	AA	60	72	10	70	64	13		
10	Hispanic	98	63	12	142	54	8		
10	White	139	88	29	211	86	24		
10	Eco. Dis.	120	64	10	187	60	9		
10	SPED	22	55	0	38	32	0		
10	LEP C	23	26	4	46	20	0		
10	LEP M1								
10	LEP M2								
11	All	309	88	14	320	88	23		
11	AA	57	89	4	60	97	12		
11	Hispanic	95	75	3	102	76	13		
11	White	147	96	25	145	91	34		
11	Eco. Dis.	131	80	5	135	81	12		
11	SPED	29	69	3	28	57	11		
11	LEP C	28	50	0	24	38	0		
11	LEP M1								
11	LEP M2								

Denton High School Campus Improvement Plan
High School-Level Performance Data

Social Studies

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
10	All	313	94	35	434	94	41		
10	AA	60	92	25	67	91	28		
10	Hispanic	101	91	25	139	86	30		
10	White	140	97	47	210	99	49		
10	Eco. Dis.	125	88	18	182	89	28		
10	SPED	27	70	4	38	66	11		
10	LEP C	25	76	8	44	70	5		
10	LEP M1								
10	LEP M2								
11	All	310	99	47	320	98	57		
11	AA	57	100	28	60	98	52		
11	Hispanic	95	97	32	102	98	41		
11	White	148	99	61	145	99	70		
11	Eco. Dis.	131	97	34	135	98	44		
11	SPED	29	93	14	28	93	39		
11	LEP C	28	96	11	24	96	0		
11	LEP M1								
11	LEP M2								

Denton High School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Denton High School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- AEIS data from 2009/2010
- AEIS data from 2010/2011
- PSAT Scores from October 2010
- SAT/ACT Scores
- Student Surveys
- Teacher Survey/Spring 2010
- Student Enrollment
- AP Scores
- PLC Data

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Increased TAKS Scores
- SAT/ACT Scores remain strong
- PLC implementation worked with Students
- PLC implementation worked with most teacher groups
- TAKS initiatives were successful
- IB enrollment has increased for the class of 2013.

Needs

- Attendance
- African American Dropout
- African American AP participation
- Hispanic AP participation
- AP test participation
- Science/Math AEIS
- Adequate Yearly Progress

Summary of Needs

- Continued effort by faculty/staff on AEIS.
- Student attendance for academic and budgetary reasons.
- PAP/AP and IB participation.
- Common planning time for core classes (PLC).

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- 2011 AEIS Data
- Failures (repeaters)
- Six Weeks Data
- SAT/ACT Scores
- AP Scores
- Bonus Rounds
- IB/AP enrollment

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- TAKS Scores in ELA, Math, Science, SS
- 11th grade Scores

Needs

- 9th & 10th grade Hispanic math
- 9th & 10th grade African American math
- Economically Disadvantaged 9th & 10th grade math/science
- Special Education scores across the in all categories.

Summary of Needs

- Focus on all subgroups in math for AEIS and AYP.
- Focus on Science in 10th grade subgroups.
- Campus focus on core class repeaters (trailers/Comp Ed)
- Continue to focus on AP and IB enrollment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- PLC's
- Campus Survey Spring 2010
- PTSA

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- PLC's
- Common Planning
- IB Coordinator
- MYP Coordinator
- IB Activities

Needs

- Consistent discipline
- Teacher feedback on discipline

Summary of Needs

- Disciplinary Matrix
- More frequent administrator meetings (greater communication)
- More Frequent ALT meetings (greater communication)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- Hires
- Staff Retention
- TAKS Scores
- Teacher/Student ratio
- AEIS Data (completion rate)
- SPED Data
- Teacher Certification (SBEC)
- Gallop/Search Soft

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 100% HQ
- Strong hires in Core Subjects
- Little turnover
- TAKS data progressively increasing in all four core subject areas.
- 24:1 Teacher/Student Ratio

Needs

- 2011/2012 concentrate on decreasing the student/teacher ratio 29:1

Summary of Needs

- Retain campus teaching units.
- Smaller teacher/student ratio in core subjects.

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- Campus Based Staff Development
- IB - DP Staff Development
- IB - MYP Staff Development
- PLC for REAL
- Campus Based PLC's
- B.R.A.
- Revised Curriculum for 2011/2012
- Revised Scope/Sequence for 2011/2012

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Teacher training in IB - DP courses
- Teacher training in IB - MYP courses
- Campus based PLC's
- Walk through training (Look to Learning)
- Collaboration on 2011 Scope/Sequence
- IB Newsletter

Needs

- 2011/12 common planning time
- Greater emphasis on MYP Teacher S.Dev.

Summary of Needs

- Greater emphasis on the IB - MYP program. Staff Development
- Greater IB - MYP Awareness through Course Syllabi.
- Common Planning time for core subjects and IB teachers.

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- PTSA volunteer hours
- 21st Century
- PTSA Newsletter

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Strong PTSA support Group
- Newsletter (PTSA)
- Newsflash (campus based)

Needs

Summary of Needs

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- CIS
- 21st Century Program
- Modified Block Schedule (common planning)
- Teachers are duty free
- Extracurricular Activities
- Extended hours in library (Monday)
- ALT
- CLT

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- CIS
- 21st Century after school program
- Extracurricular activities/organizations/clubs.
- Teachers duty free

Needs

- If possible allow teachers to remain duty free.

Summary of Needs

- Continued support from CIS
- Continued support from 21st Century

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- Strong Technology influence across the campus.
- Strong support from campus/district personnel.

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Teacher security in area of technology.

Needs

- Continued support from district personnel.

Summary of Needs

- Campus personnel/district support.

Comprehensive Needs Assessment Summary of Priority Needs
2010-2011 Denton High School

Demographics:
Continued effort by faculty/staff on AEIS.
Student attendance for academic and budgetary reasons.
PAP/AP and IB participation.
Common planning time for core classes (PLC).

School Culture and Climate:
Disciplinary Matrix
More frequent administrator meetings (greater communication)
More Frequent ALT meetings (greater communication)

Curriculum, Instruction and Assessment:
Greater emphasis on the IB - MYP program. Staff Development
Greater IB - MYP Awareness through Course Syllabi.
Common Planning time for core subjects and IB teachers.

School Content and Organization:
Continued support from CIS
Continued support from 21st Century

Student Achievement:
Focus on all subgroups in math for AEIS and AYP.
Focus on Science in 10th grade subgroups.
Campus focus on core class repeaters (trailers/Comp Ed)
Continue to focus on AP and IB enrollment

Teacher Quality:
Retain campus teaching units.
Smaller teacher/student ratio in core subjects.

Family and Community Involvement:

Technology:
Campus personnel/district support.

Board Summary
Campus Improvement Plans
2011-12

Denton High School

Wildy Important Goals for 2011-12
WIG 1: DHS will meet/exceed an 83% passing standard among the various subgroups in math to meet the federal guidelines established by NCLB (AYP). Based on the 2011 spring TAKS scores, 10th grade math scores in all subgroups (excluding white) failed to meet the 75% passing standard established by the Federal Government. Entry level math scores (9th grade) at DHS need to show improvement as well. DHS will focus on our at risk population by utilizing State Comp Ed funds for enhancing math skills through academic support classes, High School 101, target 9th grade SSI students in The Bronco Success Academy, utilize Saturday tutorials and focus our preparation on the STAAR test.
WIG 2: DHS will increase the participation and community awareness of the IB Programme (DP & MYP) for the 2011/2012 school year. 2010/2011 was a very successful year for the DHS IB programme. DHS will continue to focus our efforts on increasing enrollment (participation) in the IB Diploma Programme, as well as IB course students (certificates). DHS had seven IB graduates with three students earning the IB diploma. We are expanding the IB curriculum, increasing IB visibility, working to recognize the IB continuum and moving forward with 9th and 10th grade all school participation.
WIG 3: DHS will focus ninth grade teams on STAAR preparation for English 1, Algebra 1, Biology, World Geography. With the implementation of the STAAR (EOC) test, DHS will provide common planning periods for teachers of common courses, send team leaders to various staff development opportunities and disseminate information to all teachers affected.
WIG 4: Denton High School will increase participation on the AP exams and will maintain a high level of achievement in our pre-AP and AP classes.

Campus Improvement Plan
Denton High School

WIG 1

DHS will meet/exceed an 83% passing standard among the various subgroups in math to meet the federal guidelines established by NCLB (AYP).

Based on the 2011 spring TAKS scores, 10th grade math scores in all subgroups (excluding white) failed to meet the 75% passing standard established by the Federal Government. Entry level math scores (9th grade) at DHS need to show improvement as well. DHS will focus on our at risk population by utilizing State Comp Ed funds for enhancing math skills through academic support classes, High School 101, target 9th grade SSI students in The Bronco Success Academy, utilize Saturday tutorials and focus our preparation on the STAAR test.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academic component in discipinary enforcement of SCC **Person(s) Responsible:** Brian Massegee, Dean of Instruction. **Completion Date:** 06/01/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		Increased academics with an increase in passing rate on the state assessment scores.	2012 TAKS and STAAR	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
PLC's (common planning) in core subject areas to assess BRA, common curricular assessments, academic vocabulary, departmental goals, scope and sequence, effective/ineffective teaching strategies. **Person(s) Responsible:** Renee Koontz, Associate Principal **Completion Date:** 06/01/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		Teachers will have a common collaboration time.	2012 TAKS & STAAR scores.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue the integration of Inclusion in CORE SPED classes (ELA, Math and Science) **Person(s) Responsible:** Renee Koontz, Associate Principal **Completion Date:** 06/01/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	SPED support	[ ]	[ ]		Master Schedule and co-teach classrooms.	Increased TAKS & STAAR scores within SPED population on TAKS & STAAR.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
At-Risk Math Instructor **Person(s) Responsible:** Darrell Muncy, Principal Brian Massegee, Dean of Instruction **Completion Date:** 06/01/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$55,000.	[ ]	[X]	1	Large number of failures required to repeat entry level math classes. Along with incoming freshmen (45 SSI freshmen).	Increase math success for EOC exam.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Study Island in At-Risk core classes. **Person(s) Responsible:** Brian Massegee, Dean of Instruction **Completion Date:** 06/01/2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$6,300.	[ ]	[X]		Technology component to assist in EOC preparation.	Increased success in core classes and on the EOC exam(s).	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Increased administrator visibility in classrooms **Person(s) Responsible:** Darrell Muncy, Principal Administrative Team **Completion Date:** 06/01/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		Look-to-learning walk-through documentation.	Decrease in student failures, disciplinary issues, and increase in teacher performance.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue Saturday TAKS and STAAR preparation. Direct focus on Math, Science and ELA. **Person(s) Responsible:** Brian Massegee, Dean of Instruction **Completion Date:** 05/11/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Teacher pay and student ancillaries $20,254.40	[ ]	[X]		DHS will have an increase in student participation during Saturday tutorials	Student success on TAKS and STAAR test.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Trailer courses in Algebra 1. **Person(s) Responsible:** Renee Koontz, Associate Principal **Completion Date:** 06/01/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		Large # of repeaters in entry level math classes	Credit recovery and decrease number of repeaters in entry level math classes.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Math Lab **Person(s) Responsible:** Stephanie Nicewarner, Dept Head **Completion Date:** 06/01/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	None	[ ]	[ ]		Open math labs before school, during lunch and after school.	Decrease the number of failures in math classes. Increased foundation in all math objectives.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
21st Century Grant. **Person(s) Responsible:** David Franco/Brian Massegee **Completion Date:** 06/01/2011 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	CIS / grant money	[ ]	[ ]		Denton HS has the 21st Century Grant taking place after school and on Saturdays for academic and enrichment type programs.	Student participation will benefit them with mentors, tutorials in the four core subjects and will help increase our TAKS scores and decrease our academic failures.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Community in Schools **Person(s) Responsible:** Amber Young/Brian Massegee **Completion Date:** 06/01/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	No cost to School	[ ]	[ ]		Denton HS is fortunate to have CIS. CIS assists our "at risk" population and through academic tutorials, food, clothing, medical needs and various other benevolent donations.	Increase in student attendance, self-esteem, academics and state assessment scores.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Denton High School

WIG 2

DHS will increase the participation and community awareness of the IB Programme (DP & MYP) for the 2011/2012 school year.

2010/2011 was a very successful year for the DHS IB programme. DHS will continue to focus our efforts on increasing enrollment (participation) in the IB Diploma Programme, as well as IB course students (certificates). DHS had seven IB graduates with three students earning the IB diploma. We are expanding the IB curriculum, increasing IB visibility, working to recognize the IB continuum and moving forward with 9th and 10th grade all school participation.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All 9th & 10th grade classes that have a coinciding IB title will list their classes as "IB" on the course syllabus. **Person(s) Responsible:** Beth Hughes, IB Coordinator Kimberly Thaggard, MYP Coordinator **Completion Date:** 10/01/2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		Teacher syllabi	Increased awareness and participation in IB for the 2011/2012 school year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Spring Recruitment-Programme information disseminated at DISD Middle School campuses. **Person(s) Responsible:** Beth Hughes, IB Coordinator Kimberly Thaggard, MYP Coordinator DHS Counselor Group **Completion Date:** 06/01/2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		none	Spring 2012 enrollment period.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
IB Teacher training and Staff Development for DP and MYP Teachers. **Person(s) Responsible:** Beth Hughes, Coordinator Kimberly Thaggard, MYP Coordinator **Completion Date:** 07/01/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	$10,000. approximate costs to train T's in MYP and DP.	[ ]	[ ]		Teachers trained in the IB framework. Promotes greater growth and understanding.	More IB trained teachers in IB framework. More IB syllabi, greater understanding of learner profile and areas of interaction.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
MYP Curriculum implementation in core subjects. Teachers must teach at least two IB units in 9th and 10th grade IB classes. **Person(s) Responsible:** Kimberly Thaggard, MYP Coordinator **Completion Date:** 06/01/2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	None	[ ]	[ ]		Students will be exposed to two IB units in all 9th and 10th grade classes.	Teacher experience and student exposure to IB framework.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Expand the IB curriculum. **Person(s) Responsible:** Renee Koontz, Associate Principal Beth Hughes, IB Coordinator **Completion Date:** 06/01/2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Master Schedule IB Budget / Teacher training	[ ]	[ ]		More course offerings allows greater opportunities for students to take IB courses across the board.	Greater participation and scheduling flexibility.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
IB/AP Extravaganza **Person(s) Responsible:** Beth Hughes, IB Coordinator Kimberly Thaggard, MYP Coordinator **Completion Date:** January 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		Presentations and displays at the annual advanced courses extravaganza	Increased community and student awareness of IB classes and curriculum.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
MYP Personal Project Fair **Person(s) Responsible:** Kimberly Thaggard, MYP Coordinator **Completion Date:** 03/30/2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Campus IB Money	[ ]	[ ]		Students will research and create a personal project for display and evaluation.	Student participation in the project fair.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
IB continuum with NRE and CMS. **Person(s) Responsible:** Darrell Muncy, Principal Renee Koontz, Associate Principal Beth Hughes, IB Coordinator Kimberly Thaggard, MYP Coordinator **Completion Date:** 06/01/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	None	[ ]	[ ]		Greater connectivity among the three district IB campuses.	Greater ease of seemless transition among the three IB schools and joint venture in the Denton ISD community.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increased "international" presence. **Person(s) Responsible:** Beth Hughes, IB Coordinator Kimberly Thaggard, MYP Coordinator **Completion Date:** 06/01/2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus funds	[ ]	[ ]		Various international symbols of diversity will be displayed on campus.	International mindedness among faculty/staff and students.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Increased Community awareness through activities which involve the entire IB continuum. **Person(s) Responsible:** Darrell Muncy, Principal Renee Kooontz, Associate Principal Beth Hughes, IB Coordinator Kimberly Thaggard, MYP Coordinator **Completion Date:** 06/01/2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus funds	[ ]	[ ]		Activities throughout the school year involving all three IB schools. IB half-time show at football game, Thin Line Film Festival, 380 Navo Bash.	Greater community awareness and continuum.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Denton High School

WIG 3

DHS will focus ninth grade teams on STAAR preparation for English 1, Algebra 1, Biology, World Geography.

With the implementation of the STAAR (EOC) test, DHS will provide common planning periods for teachers of common courses, send team leaders to various staff development opportunities and disseminate information to all teachers affected.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Common planning periods (PLC's) in basic core classes. **Person(s) Responsible:** Darrell Muncy, Principal Renee Koontz, Associate principal ALT members **Completion Date:** 05/12/2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	None	[ ]	[ ]		Teachers will be given the opportunity to meet at a common time period during the day.	Greater dissemination of information regarding the STAAR (EOC).	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
STAAR staff development opportunites through Region XI, TASSP and other imformation disseminating organizations. **Person(s) Responsible:** Darrell Muncy, Principal **Completion Date:** 05/12/2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus budget	[ ]	[ ]		Teachers will be better informed about the STAAR (EOC) exam.	Student success on the STAAR (EOC) exam.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Bonus Round Assessment **Person(s) Responsible:** ALT members **Completion Date:** 05/12/2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District/Campus	[ ]	[ ]		Students will be well prepared for the Bonus Round Assessment.	Student Success on the STAAR (EOC) exam.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Denton High School

WIG 4

Denton High School will increase participation on the AP exams and will maintain a high level of achievement in our pre-AP and AP classes.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
AP teachers will give periodic practice exams. **Person(s) Responsible:** AP Teachers **Completion Date:** 05/11/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	campus	[ ]	[ ]		Students will take practice exams and will be provided feedback regarding success.	More students will take the AP exam be better prepared for the AP exam.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Techers will participate in AP training every other year. **Person(s) Responsible:** AP Teachers **Completion Date:** 06/30/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	District/Campus	[ ]	[ ]		AP teachers will participate in summer AP training.	Teachers will maintain their AP certification.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
AP teachers will maintain their AP tutorials. **Person(s) Responsible:** AP Teachers **Completion Date:** 05/11/2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	campus	[ ]	[ ]		Students will participate in the tutorials offered by each AP teacher.	Greater Student success on AP exams.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will encourage students to take the AP exam. **Person(s) Responsible:** AP Teachers **Completion Date:** 05/11/2012 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	campus budget	[ ]	[ ]		Teachers will use benchmark data to encourage student participation on AP exams.	Greater participation on AP exams.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Denton High School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Julie Love
2) Classroom Teacher	Fred Mueller
3) Classroom Teacher	Kimberly Thaggard
4) Classroom Teacher	Dennis Krishka
5) Classroom Teacher	Jesse Woolery
6) Classroom Teacher	Janet McDaniel
7) Campus-based Nonteaching Professional	Renee Koontz
8) Campus-based Paraprofessional and Operations Staff	Diana Simpson
9) District-level Professional	David McCaller
10) Parent	Emily Seiple
11) Parent	Kayla Swenson
12) Community Member	Christy Sullivan
13) Community Member	Westin Thaggard
14) Business Representative	Carol Ann Simmons
15) Business Representative	Jerry Mohelnitzky

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	09/12/2011	4:15 p.m.	Room 106
2	10/03/2011	4:15 p.m.	Room 106
3	12/05/2011	4:15 p.m.	Room 106
4	02/06/2012	4:15 p.m.	Room 106
5	03/05/2011	4:15 p.m.	Room 106
6	04/02/2012	4:15 p.m.	Room 106
7	05/07/2012	4:15 p.m.	Room 106

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: GUYER H S

Campus #: 061901007

2011 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Attendance (2009-10)

College-Ready Graduates (Class of 2010)

Commended on Social Studies

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 9															
Reading	2011	89%	93%	94%	96%	99%	92%	96%	*	> 99%	*	*	78%	94%	74%
	2010	92%	94%	96%	95%	93%	91%	98%	80%	93%	*	*	79%	90%	70%
Mathematics	2011	72%	76%	80%	78%	70%	67%	83%	*	> 99%	*	*	35%	67%	37%
	2010	72%	77%	83%	81%	65%	69%	89%	60%	> 99%	*	*	37%	66%	55%
All Tests	2011	69%	75%	80%	78%	71%	66%	83%	*	> 99%	*	*	35%	66%	36%
	2010	70%	75%	82%	80%	64%	67%	88%	40%	93%	*	*	36%	64%	47%
TAKS Met 2011 Standard Grade 10															
Eng Lang Arts	2011	91%	92%	95%	95%	93%	88%	98%	*	> 99%	*	*	75%	84%	70%
	2010	91%	93%	94%	96%	90%	92%	98%	> 99%	> 99%	*	*	84%	92%	84%
Mathematics	2011	75%	76%	80%	81%	62%	74%	86%	40%	> 99%	*	*	50%	66%	57%
	2010	75%	78%	83%	83%	70%	70%	90%	*	96%	*	*	57%	73%	44%
Science	2011	76%	76%	85%	83%	65%	67%	92%	60%	> 99%	*	*	56%	65%	21%
	2010	75%	80%	84%	85%	76%	70%	92%	80%	89%	*	*	59%	68%	47%
Soc Studies	2011	93%	93%	96%	95%	87%	91%	98%	80%	> 99%	*	*	78%	87%	80%
	2010	93%	93%	96%	96%	90%	92%	98%	> 99%	93%	*	*	68%	93%	81%
All Tests	2011	65%	66%	72%	75%	59%	60%	83%	40%	> 99%	*	*	35%	53%	20%
	2010	65%	69%	75%	76%	60%	59%	85%	80%	85%	*	*	38%	57%	38%
TAKS Met 2011 Standard ^ Grade 11															
Eng Lang Arts	2011	94%	96%	97%	97%	98%	91%	> 99%	83%	95%	*	*	85%	92%	68%
	2010	93%	95%	96%	97%	97%	93%	98%	86%	> 99%	*	*	84%	93%	78%
Mathematics	2011	90%	89%	94%	89%	73%	83%	93%	83%	> 99%	*	*	35%	77%	64%
	2010	88%	89%	92%	93%	92%	84%	96%	86%	95%	*	*	68%	86%	69%
Science	2011	90%	90%	96%	93%	83%	83%	98%	67%	> 99%	*	*	56%	84%	71%
	2010	90%	90%	94%	93%	93%	81%	99%	86%	94%	*	*	74%	81%	53%
Soc Studies	2011	98%	98%	99%	99%	98%	98%	> 99%	> 99%	> 99%	*	*	94%	98%	93%
	2010	97%	98%	98%	98%	> 99%	96%	99%	> 99%	94%	*	*	89%	96%	83%
All Tests	2011	84%	85%	90%	86%	68%	78%	93%	67%	95%	*	*	29%	72%	52%
	2010	81%	83%	88%	87%	87%	70%	95%	71%	95%	*	*	47%	70%	42%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	95%	96%	97%	90%	98%	93%	98%	*	*	79%	90%	71%
	2010	90%	93%	95%	96%	93%	92%	98%	86%	n/a	n/a	n/a	82%	91%	77%
Mathematics	2011	84%	88%	85%	83%	69%	75%	87%	67%	> 99%	*	*	40%	70%	53%
	2010	84%	88%	86%	86%	77%	73%	91%	> 99%	n/a	n/a	n/a	54%	75%	57%
Science	2011	83%	84%	88%	88%	73%	75%	95%	64%	> 99%	*	*	56%	75%	46%
	2010	82%	86%	90%	89%	85%	75%	95%	71%	n/a	n/a	n/a	67%	74%	50%
Soc Studies	2011	95%	96%	97%	97%	92%	94%	99%	91%	> 99%	*	*	85%	93%	86%
	2010	94%	96%	97%	97%	95%	94%	99%	> 99%	n/a	n/a	n/a	80%	94%	82%
All Tests	2011	76%	81%	80%	80%	66%	68%	86%	60%	98%	*	*	34%	64%	36%
	2010	76%	81%	81%	81%	70%	64%	89%	71%	n/a	n/a	n/a	40%	63%	42%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	30%	29%	21%	19%	35%	14%	22%	*	*	8%	18%	5%
	2010	32%	38%	33%	33%	22%	19%	41%	24%	32%	*	*	8%	16%	5%
Mathematics	2011	29%	32%	27%	26%	13%	16%	32%	13%	51%	*	*	5%	15%	5%
	2010	28%	31%	28%	27%	17%	16%	33%	44%	48%	*	*	5%	12%	4%
Science	2011	30%	33%	26%	25%	9%	14%	32%	18%	42%	*	*	7%	10%	2%
	2010	28%	30%	26%	20%	6%	8%	26%	33%	36%	*	*	8%	8%	1%
Soc Studies	2011	47%	51%	58%	58%	39%	39%	68%	36%	72%	*	*	11%	33%	11%
	2010	45%	51%	55%	54%	41%	33%	65%	50%	67%	*	*	17%	30%	4%
All Tests	2011	16%	19%	14%	13%	8%	6%	17%	< 1%	11%	*	*	2%	7%	1%
	2010	15%	17%	14%	12%	5%	6%	16%	12%	15%	*	*	1%	4%	< 1%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	86%	82%	> 99%	73%	80%	*	*	*	*	82%	80%	71%
	2010	85%	88%	82%	85%	*	87%	*	*	*	*	*	85%	92%	90%
Mathematics	2011	77%	83%	70%	52%	*	57%	50%	*	*	*	*	52%	54%	75%
	2010	75%	79%	63%	66%	*	67%	70%	*	*	*	*	66%	71%	80%
Science	2011	60%	60%	64%	64%	*	57%	*	*	*	*	*	64%	63%	*
	2010	58%	58%	58%	68%	*	50%	> 99%	*	*	*	*	68%	55%	63%
Soc Studies	2011	68%	67%	78%	64%	*	83%	*	*	*	*	*	64%	60%	*
	2010	67%	68%	67%	64%	*	64%	*	*	*	*	*	64%	63%	75%
All Tests	2011	66%	73%	61%	52%	40%	50%	57%	*	*	*	*	52%	57%	63%
	2010	64%	69%	56%	47%	*	39%	60%	*	*	*	*	47%	47%	50%
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*
All Tests	2010	93%	96%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	98.9%	99.0%	100.0%	98.2%	99.7%	100.0%	88.5%	*	-	99.2%	96.9%	89.1%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	92.1%	93.6%	91.9%	89.5%	96.0%	93.3%	86.5%	*	-	33.3%	87.0%	71.3%
Not on TAKS	7.6%	7.6%	6.7%	5.4%	8.1%	8.7%	3.7%	6.7%	1.9%	*	-	65.9%	9.8%	17.8%
TAKS(Acc) Only	2.4%	2.1%	2.2%	3.4%	5.0%	4.6%	2.9%	0.0%	0.0%	*	-	40.9%	5.7%	7.9%
TAKS-M Only	3.1%	3.4%	2.3%	1.4%	2.5%	2.8%	0.5%	6.7%	0.0%	*	-	16.7%	2.3%	5.9%
TAKS-Alt Only	0.9%	0.7%	0.5%	0.3%	0.0%	0.3%	0.2%	0.0%	1.9%	*	-	3.0%	0.5%	0.0%
Combination	1.3%	1.4%	1.4%	0.4%	0.6%	1.0%	0.1%	0.0%	0.0%	*	-	5.3%	1.3%	4.0%
By Acct Status														
Acct System	94.0%	95.7%	95.0%	96.9%	96.3%	96.7%	97.7%	100.0%	88.5%	*	-	94.7%	95.6%	86.1%
Non-Acct System	4.6%	3.5%	3.8%	2.1%	3.7%	1.5%	1.9%	0.0%	0.0%	*	-	4.5%	1.3%	3.0%
Mobile	4.6%	3.5%	3.8%	2.1%	3.7%	1.5%	1.9%	0.0%	0.0%	*	-	4.5%	1.3%	3.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	1.1%	1.0%	0.0%	1.8%	0.3%	0.0%	11.5%	*	-	0.8%	3.1%	10.9%
Absent	0.1%	0.1%	0.1%	0.2%	0.0%	0.0%	0.3%	0.0%	0.0%	*	-	0.8%	0.3%	0.0%
LEP Exempt	0.9%	0.5%	0.4%	0.6%	0.0%	1.0%	0.0%	0.0%	11.5%	*	-	0.0%	2.1%	9.9%
Other	0.4%	0.2%	0.5%	0.2%	0.0%	0.8%	0.0%	0.0%	0.0%	*	-	0.0%	0.8%	1.0%
Total Count	3,231,780	15,537	1,334	1,599	161	391	977	15	52	1	0	132	386	101
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	98.7%	99.1%	98.7%	97.9%	99.9%	100.0%	96.8%	*	-	98.6%	97.7%	92.4%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	92.1%	93.8%	91.1%	88.7%	96.5%	94.1%	95.2%	*	-	37.1%	88.5%	75.4%
Not on TAKS	7.8%	7.7%	6.4%	5.3%	7.6%	9.2%	3.4%	5.9%	1.6%	*	-	61.4%	9.2%	16.9%
TAKS(Acc) Only	2.3%	1.8%	2.0%	2.8%	4.4%	4.2%	2.0%	5.9%	1.6%	*	-	32.9%	4.5%	6.8%
TAKS-M Only	3.3%	3.8%	2.3%	1.5%	1.9%	3.5%	0.6%	0.0%	0.0%	*	-	17.1%	3.3%	8.5%
TAKS-Alt Only	0.8%	0.7%	0.6%	0.4%	0.0%	0.9%	0.3%	0.0%	0.0%	*	-	5.0%	0.5%	1.7%
Combination	1.3%	1.3%	1.2%	0.6%	1.3%	0.7%	0.4%	0.0%	0.0%	*	-	6.4%	0.9%	0.0%
By Acct Status														
Acct System	90.0%	91.0%	92.4%	94.2%	91.8%	88.7%	96.8%	100.0%	96.8%	*	-	70.0%	88.3%	79.7%
Non-Acct System	8.6%	8.1%	6.5%	4.9%	7.0%	9.2%	3.1%	0.0%	0.0%	*	-	28.6%	9.4%	12.7%
Mobile	4.4%	3.6%	3.5%	3.0%	5.1%	4.6%	2.1%	0.0%	0.0%	*	-	5.7%	5.4%	2.5%
Non-Acct Test	4.2%	4.5%	2.9%	2.0%	1.9%	4.6%	1.0%	0.0%	0.0%	*	-	22.9%	4.0%	10.2%
Not Tested	1.4%	0.9%	1.3%	0.9%	1.3%	2.1%	0.1%	0.0%	3.2%	*	-	1.4%	2.3%	7.6%
Absent	0.1%	0.1%	0.1%	0.2%	0.6%	0.2%	0.1%	0.0%	0.0%	*	-	0.0%	0.2%	0.0%
LEP Exempt	0.9%	0.6%	0.5%	0.5%	0.0%	1.6%	0.0%	0.0%	1.6%	*	-	0.0%	1.6%	6.8%
Other	0.4%	0.2%	0.5%	0.2%	0.6%	0.2%	0.0%	0.0%	1.6%	*	-	1.4%	0.5%	0.8%
Total Count	3,175,337	14,816	1,471	1,618	158	433	945	17	63	1	0	140	426	118
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA 2011	47%	53%	58%	42%	75%	27%	42%	*	*	*	*	30%	38%	27%
2010	50%	53%	59%	68%	67%	61%	78%	*	*	*	*	65%	67%	57%
Mathematics 2011	42%	43%	52%	35%	23%	34%	42%	*	*	*	*	24%	31%	40%
2010	45%	52%	53%	56%	50%	49%	66%	*	*	*	*	41%	52%	48%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
English Language Learners Progress Indicator														
2010-11	80%	86%	82%	84%	*	84%	*	*	60%	*	*	75%	84%	82%
2009-10	79%	85%	84%	86%	*	86%	*	*	80%	*	*	83%	86%	84%
Attendance Rate @														
2009-10	95.5%	95.9%	95.2%	95.4%	95.9%	95.3%	95.3%	93.8%	97.2%	*	95.1%	94.5%	95.0%	95.6%
2008-09	95.6%	95.9%	95.0%	94.7%	95.9%	94.5%	94.4%	91.9%	n/a	n/a	n/a	93.6%	94.4%	94.9%
Annual Dropout Rate (Gr 9-12) @														
2009-10	2.4%	0.3%	0.8%	0.2%	0.5%	0.2%	0.2%	0.0%	0.0%	*	0.0%	0.0%	0.2%	0.0%
2008-09	2.9%	0.7%	0.8%	0.6%	0.8%	0.7%	0.5%	0.0%	n/a	n/a	n/a	0.4%	0.4%	0.6%
4-Year Completion Rate (Gr 9-12) @														
Class of 2010														
Graduated	84.3%	94.0%	93.1%	96.3%	100.0%	90.6%	98.1%	80.0%	n/a	n/a	n/a	89.2%	94.2%	77.3%
Received GED	1.3%	0.1%	0.6%	0.2%	0.0%	0.0%	0.4%	0.0%	n/a	n/a	n/a	0.0%	0.0%	0.0%
Continued HS	7.2%	4.8%	3.4%	2.6%	0.0%	8.5%	0.4%	20.0%	n/a	n/a	n/a	10.8%	4.8%	22.7%
Dropped Out	7.3%	1.2%	3.1%	0.9%	0.0%	0.9%	1.1%	0.0%	n/a	n/a	n/a	0.0%	1.0%	0.0%
Class of 2009														
Graduated	80.6%	91.8%	92.1%	96.3%	97.5%	95.6%	96.1%	100.0%	n/a	n/a	n/a	94.9%	93.3%	89.5%
Received GED	1.4%	0.3%	0.8%	0.2%	0.0%	0.0%	0.3%	0.0%	n/a	n/a	n/a	0.0%	0.0%	0.0%
Continued HS	8.6%	6.6%	2.8%	2.2%	2.5%	3.3%	1.9%	0.0%	n/a	n/a	n/a	5.1%	4.5%	5.3%
Dropped Out	9.4%	1.3%	3.8%	1.3%	0.0%	1.1%	1.6%	0.0%	n/a	n/a	n/a	0.0%	2.2%	5.3%
5-Year Extended Completion Rate (Gr 9-12) @														
Class of 2009														
Graduated	85.1%	96.7%	93.3%	98.3%	100.0%	98.9%	97.7%	100.0%	n/a	n/a	n/a	97.6%	97.7%	94.7%
Received GED	1.9%	0.3%	1.1%	0.2%	0.0%	0.0%	0.3%	0.0%	n/a	n/a	n/a	0.0%	0.0%	0.0%
Continued HS	2.1%	1.4%	0.7%	0.2%	0.0%	0.0%	0.3%	0.0%	n/a	n/a	n/a	2.4%	0.0%	0.0%
Dropped Out	10.8%	1.6%	4.0%	1.3%	0.0%	1.1%	1.6%	0.0%	n/a	n/a	n/a	0.0%	2.3%	5.3%
Completion Rate I (Graduates and Continuers) @ (Standard Accountability Indicator)														
Class of 2010	91.4%	98.7%	96.0%	98.9%	100.0%	99.1%	98.5%	100.0%	n/a	n/a	n/a	100.0%	99.0%	100.0%
Class of 2009	89.2%	98.4%	95.4%	98.5%	100.0%	98.9%	98.1%	100.0%	n/a	n/a	n/a	100.0%	97.8%	94.7%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion @														
2009-10	26.3%	31.1%	27.2%	36.0%	31.7%	25.5%	40.0%	34.8%	57.0%	*	44.4%	7.6%	24.4%	15.9%
2008-09	24.6%	27.7%	27.2%	31.4%	24.3%	23.7%	34.5%	43.8%	n/a	n/a	n/a	7.7%	23.7%	19.2%
RHSP/DAP Graduates @														
Class of 2010	82.7%	86.4%	83.2%	88.4%	88.5%	82.8%	91.1%	66.7%	94.4%	-	85.7%	8.3%	78.8%	54.5%
Class of 2009	82.5%	86.2%	84.5%	89.9%	89.7%	89.9%	89.0%	100.0%	n/a	n/a	n/a	13.2%	82.4%	76.5%
AP/IB Results @														
Tested														
2010	22.7%	37.3%	24.1%	46.1%	29.0%	40.9%	50.1%	54.5%	60.0%	-	60.0%	n/a	n/a	n/a
2009	21.2%	38.7%	24.1%	48.3%	34.8%	37.7%	53.5%	50.0%	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2010	50.8%	43.0%	65.6%	41.9%	32.3%	41.3%	41.5%	50.0%	61.9%	-	44.4%	n/a	n/a	n/a
2009	51.2%	39.5%	65.9%	38.1%	12.5%	32.5%	40.7%	40.0%	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion														
2010	46.7%	31.8%	59.1%	28.6%	22.1%	20.8%	31.1%	37.5%	30.9%	-	40.9%	n/a	n/a	n/a
2009	47.4%	27.3%	59.0%	24.1%	10.9%	19.5%	25.6%	41.7%	n/a	n/a	n/a	n/a	n/a	n/a

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Texas Success Initiative (TSI) – Higher Education Readiness Component															
Eng Lang Arts	2011	66%	72%	74%	78%	74%	62%	85%	67%	85%	*	*	38%	61%	27%
	2010	60%	62%	69%	67%	60%	52%	75%	71%	63%	*	*	28%	42%	24%
Mathematics	2011	69%	66%	75%	68%	33%	54%	78%	50%	85%	*	*	12%	44%	27%
	2010	66%	66%	76%	76%	64%	55%	85%	71%	95%	*	*	25%	59%	28%
SAT/ACT Results @ Tested															
Class of 2010		62.6%	61.6%	67.2%	66.7%	85.1%	52.9%	67.0%	*	88.2%	-	83.3%	n/a	n/a	n/a
Class of 2009		61.5%	58.4%	68.0%	68.3%	80.0%	56.8%	68.6%	66.7%	n/a	n/a	n/a	n/a	n/a	n/a
At/Above Criterion															
Class of 2010		26.9%	32.9%	34.1%	32.1%	7.5%	18.2%	40.4%	*	53.3%	-	40.0%	n/a	n/a	n/a
Class of 2009		26.9%	29.8%	33.3%	32.7%	7.1%	8.7%	41.5%	*	n/a	n/a	n/a	n/a	n/a	n/a
Average SAT Score															
Class of 2010		985	1026	1036	1036	959	958	1067	-	1125	-	*	n/a	n/a	n/a
Class of 2009		985	1012	1034	1016	907	871	1061	*	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT Score															
Class of 2010		20.5	21.1	22.3	21.2	18.4	19.5	22.7	*	23.2	-	*	n/a	n/a	n/a
Class of 2009		20.5	20.8	22.1	21.1	17.4	17.6	22.5	*	n/a	n/a	n/a	n/a	n/a	n/a
College-Ready Graduates @															
Eng Lang Arts															
Class of 2010		66%	67%	74%	74%	69%	60%	81%	60%	82%	*	71%	16%	63%	12%
Class of 2009		62%	61%	70%	68%	63%	43%	76%	60%	n/a	n/a	n/a	26%	51%	23%
Mathematics															
Class of 2010		64%	67%	73%	71%	58%	60%	79%	60%	76%	*	83%	< 1%	56%	36%
Class of 2009		60%	59%	71%	61%	40%	48%	67%	60%	n/a	n/a	n/a	< 1%	49%	23%
Both Subjects															
Class of 2010		52%	54%	62%	63%	53%	47%	71%	60%	71%	*	67%	< 1%	48%	7%
Class of 2009		47%	46%	59%	51%	34%	30%	58%	60%	n/a	n/a	n/a	< 1%	37%	15%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		2,171	100.0%	61,830	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	3.0%	4.5%
	Kindergarten	0	0.0%	0.0%	8.5%	7.6%
	Grade 1	0	0.0%	0.0%	8.5%	7.9%
	Grade 2	0	0.0%	0.0%	8.8%	7.7%
	Grade 3	0	0.0%	0.0%	8.5%	7.6%
	Grade 4	0	0.0%	0.0%	7.9%	7.6%
	Grade 5	0	0.0%	0.0%	7.9%	7.6%
	Grade 6	0	0.0%	0.0%	7.2%	7.4%
	Grade 7	0	0.0%	0.2%	7.1%	7.3%
	Grade 8	0	0.0%	0.2%	7.1%	7.2%
	Grade 9	592	27.3%	26.5%	7.5%	7.9%
	Grade 10	502	23.1%	27.0%	6.4%	7.0%
	Grade 11	511	23.5%	24.3%	5.7%	6.4%
	Grade 12	566	26.1%	21.8%	5.5%	5.9%
Ethnic Distribution:	African American	208	9.6%	9.0%	11.6%	12.9%
	Hispanic	533	24.6%	24.2%	30.8%	50.3%
	White	1,292	59.5%	59.5%	52.9%	31.2%
	Native American	22	1.0%	0.6%	0.9%	0.5%
	Asian	65	3.0%	4.4%	2.6%	3.4%
	Pacific Islander	2	0.1%	0.2%	0.1%	0.1%
	Two or More Races	49	2.3%	2.2%	1.2%	1.6%
Economically Disadvantaged		536	24.7%	27.0%	41.5%	59.2%
Limited English Proficient (LEP)		133	6.1%	2.7%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		42	1.9%	2.5%	1.3%	1.9%
At-Risk		605	27.9%	32.1%	35.1%	46.3%
Mobility (2009-10)		238	10.8%	12.2%	17.1%	18.2%
Number of Students per Teacher		12.8	n/a	15.1	13.0	14.7

STUDENT INFORMATION

Graduates (Class of 2010):	Campus Count	Campus Percent	Campus Group	District	State
Total Graduates	447	100.0%	13,172	1,146	280,520
By Ethnicity (incl. Special Ed.):					
African American	52	11.6%	1,044	145	36,988
Hispanic	116	26.0%	2,803	327	119,365
White	248	55.5%	8,425	619	108,577
American Indian	6	1.3%	85	10	1,452
Asian	18	4.0%	551	29	9,967
Pacific Islander	0	0.0%	17	0	363
Two or More Races	7	1.6%	247	16	3,808
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	52	11.6%	2,096	156	48,391
Recommended H.S. Pgm./DAP	395	88.4%	11,076	990	232,129
Special Education Graduates	36	8.1%	967	99	25,537

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.8	19.0
	Grade 1	-	-	18.9	18.9
	Grade 2	-	-	18.8	18.8
	Grade 3	-	-	19.1	18.8
	Grade 4	-	-	20.3	19.0
	Grade 5	-	-	21.9	21.4
	Grade 6	-	-	20.9	20.7
	Mixed Grades	-	-	19.2	23.9
Secondary:	English/Language Arts	20.2	19.2	20.4	17.3
	Foreign Languages	20.7	19.9	18.8	19.0
	Mathematics	20.6	20.6	19.4	17.9
	Science	22.8	20.8	22.9	19.0
	Social Studies	21.9	21.8	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	207.9	100.0%	100.0%	100.0%	100.0%
Professional Staff:	198.1	95.3%	91.4%	72.3%	63.4%
Teachers	169.8	81.7%	79.5%	56.2%	50.5%
Professional Support	21.8	10.5%	8.0%	12.8%	9.0%
Campus Admin. (School Leader.)	6.4	3.1%	3.9%	2.7%	2.8%
Educational Aides:	9.8	4.7%	8.6%	7.9%	9.5%
Total Minority Staff:	34.3	16.5%	13.6%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	8.0	4.7%	3.6%	6.5%	9.3%
Hispanic	10.3	6.1%	7.4%	11.7%	23.7%
White	141.9	83.5%	86.1%	78.4%	63.9%
American Indian	0.0	0.0%	0.4%	0.8%	0.4%
Asian	2.0	1.2%	1.0%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	7.6	4.5%	1.3%	2.1%	1.3%
Males	77.3	45.5%	42.0%	24.0%	23.2%
Females	92.6	54.5%	58.0%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	5.3	3.1%	4.5%	4.8%	6.0%
1-5 Years Experience	60.5	35.6%	24.0%	31.8%	30.0%
6-10 Years Experience	44.9	26.5%	21.5%	22.7%	21.1%
11-20 Years Experience	43.8	25.8%	30.0%	25.5%	25.0%
0ver 20 Years Experience	15.4	9.1%	20.1%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	9.6 yrs.	12.4 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	5.2 yrs.	6.9 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$47,990	$43,264	$45,521	$41,272
1-5 Years Experience	$47,992	$45,096	$47,448	$44,013
6-10 Years Experience	$48,710	$47,538	$48,287	$46,604
11-20 Years Experience	$52,221	$51,213	$51,852	$50,476
Over 20 Years Experience	$62,233	$60,382	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$50,562	$50,437	$51,120	$48,638
Professional Support	$56,107	$58,146	$55,177	$57,045
Campus Administration (School Leadership)	$72,498	$75,297	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	10.9	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	16,161,195	100.0%	$7,692	16,968,075	100.0%	$8,076	$406,250,576	100.0%	$6,794
Instruction (11,95)	11,272,241	69.7%	$5,365	11,420,063	67.3%	$5,436	$277,797,002	68.4%	$4,646
Instructional-Related Services (12,13)	$439,455	2.7%	$209	$445,822	2.6%	$212	$10,720,683	2.6%	$179
Instructional Leadership (21)	$217,962	1.3%	$104	$217,962	1.3%	$104	$5,094,643	1.3%	$85
School Leadership (23)	$798,447	4.9%	$380	$801,349	4.7%	$381	$27,137,451	6.7%	$454
Support Services-Student (31,32,33)	$1,165,130	7.2%	$555	$1,187,831	7.0%	$565	$21,898,735	5.4%	$366
Other Campus Costs (35,36,51,52,53)	$2,267,960	14.0%	$1,079	$2,895,048	17.1%	$1,378	$63,602,062	15.7%	$1,064
By Program:									
Total Operating Expenditures	13,893,235	100.0%	$6,613	13,992,425	100.0%	$6,660	$339,569,468	100.0%	$5,679
Bilingual/ESL Education (25)	$250,164	1.8%	$119	$250,164	1.8%	$119	$2,253,010	0.7%	$38
Career & Technical Education (22)	$1,523,133	11.0%	$725	$1,554,735	11.1%	$740	$35,498,364	10.5%	$594
Accelerated Education (24,30)	$8,567	0.1%	$4	$8,567	0.1%	$4	$9,515,366	2.8%	$159
Gifted & Talented Education (21)	$0	0.0%	$0	$8,668	0.1%	$4	$6,217,736	1.8%	$104
Regular Education (11)	$9,217,740	66.3%	$4,387	$9,217,740	65.9%	$4,387	$230,937,712	68.0%	$3,862
Special Education (23)	$2,324,927	16.7%	$1,107	$2,383,847	17.0%	$1,135	$44,044,848	13.0%	$737
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$45,368	0.0%	$1
High School Allotment (31)	$568,704	4.1%	$271	$568,704	4.1%	$271	$9,385,227	2.8%	$157
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$1,671,837	0.5%	$28

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	126	5.8%	2.5%	14.3%	16.2%
Career & Technical Education	1,441	66.4%	60.5%	16.7%	21.0%
Gifted & Talented Education	286	13.2%	10.6%	8.7%	7.7%
Special Education	187	8.6%	8.5%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.8	0.5%	1.1%	7.1%	5.5%
Career & Technical Education	20.2	11.9%	10.8%	3.6%	4.0%
Compensatory Education	0.0	0.0%	0.9%	5.0%	2.9%
Gifted & Talented Education	0.0	0.0%	2.2%	1.7%	1.9%
Regular Education	106.0	62.4%	66.2%	68.0%	73.4%
Special Education	19.9	11.7%	9.7%	12.0%	9.1%
Other	22.9	13.5%	9.1%	2.6%	3.2%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

	Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% Afr_Amer	% LEP
	014903001	BELTON H S	BELTON ISD	59.3	37.8	29.5	13.8	6.8	4.5
	015901001	ALAMO HEIGHTS H S	ALAMO HEIGHTS ISD	62.6	17.8	33.3	7.7	1.6	2.0
	018902001	MERIDIAN H S	MERIDIAN ISD	62.4	49.5	32.1	17.0	2.8	3.7
	020907001	COLUMBIA H S	COLUMBIA-BRAZORIA ISD	59.1	39.9	24.5	14.0	10.9	1.1
	021901001	A & M CONS H S	COLLEGE STATION ISD	61.0	24.9	16.8	10.4	11.7	1.6
	026901001	CALDWELL H S	CALDWELL ISD	62.5	40.1	24.3	13.3	12.3	2.6
	043905001	FRISCO H S	FRISCO ISD	58.1	16.0	18.8	10.8	12.5	2.3
	043905002	CENTENNIAL HIGH SCHOOL	FRISCO ISD	63.1	10.2	14.9	8.8	9.6	1.4
	043907002	MCKINNEY H S	MCKINNEY ISD	56.1	24.5	25.5	13.1	12.3	4.2
	043911001	PRINCETON H S	PRINCETON ISD	59.7	48.5	29.9	15.1	6.8	2.9
	045902001	COLUMBUS H S	COLUMBUS ISD	62.2	37.8	22.4	10.4	12.7	2.0
	046902002	SMITHSON VALLEY H S	COMAL ISD	62.9	16.9	30.0	11.5	2.9	1.1
	057916004	PEARCE H S	RICHARDSON ISD	55.7	27.6	31.4	9.4	6.5	3.8
>	061901007	GUYER H S	DENTON ISD	59.5	24.7	24.6	10.8	9.6	6.1
	075902001	LA GRANGE H S	LA GRANGE ISD	59.2	41.6	26.7	10.4	9.8	2.4
	075903001	SCHULENBURG SECONDARY	SCHULENBURG ISD	56.9	42.8	26.4	14.2	14.5	2.3
	092904001	PINE TREE H S	PINE TREE ISD	59.1	37.9	20.8	16.3	17.0	3.1
	101907011	CYPRESS WOODS HIGH SCHOO	CYPRESS-FAIRBANKS ISD	57.4	16.7	23.0	7.3	10.3	1.6
	101907012	CYPRESS RANCH H S	CYPRESS-FAIRBANKS ISD	57.9	13.4	21.2	10.6	11.4	1.4
	101914001	KATY H S	KATY ISD	56.9	26.8	31.8	13.1	6.6	2.5
	101914002	TAYLOR H S	KATY ISD	56.9	15.0	19.8	8.9	6.3	2.6
	101915001	KLEIN H S	KLEIN ISD	58.3	17.5	19.8	10.3	9.2	2.2
	112901002	SULPHUR SPRINGS H S	SULPHUR SPRINGS ISD	62.9	53.9	20.6	12.3	13.9	3.5
	117901001	BORGER H S	BORGER ISD	59.7	31.1	32.2	14.7	5.4	5.8
	129902003	NORTH FORNEY H S	FORNEY ISD	55.8	28.2	23.0	11.2	17.4	1.2
	145901002	BUFFALO H S	BUFFALO ISD	60.1	50.4	29.5	17.1	9.3	7.0
	152906001	LUBBOCK-COOPER HIGH SCHO	LUBBOCK-COOPER ISD	57.9	38.5	31.5	16.2	1.5	2.4
	170904002	WILLIS H S	WILLIS ISD	62.4	50.2	26.2	16.5	8.3	6.1
	215901001	BRECKENRIDGE H S	BRECKENRIDGE ISD	62.1	46.0	34.0	14.4	0.5	2.0
	220902002	RICHLAND H S	BIRDVILLE ISD	61.1	35.6	23.9	13.2	6.5	3.4
	220907004	CENTRAL H S	KELLER ISD	62.8	16.2	17.9	12.7	9.2	1.9
	220907005	TIMBER CREEK H S	KELLER ISD	61.3	19.5	18.8	15.3	11.1	1.9
	220908003	MANSFIELD H S	MANSFIELD ISD	57.0	19.7	16.5	10.3	17.8	2.9
	220908005	MANSFIELD LEGACY H S	MANSFIELD ISD	59.9	30.0	23.2	14.5	12.0	4.6
	220916001	BELL H S	HURST-EULESS-BEDFORD ISD	56.4	34.7	22.4	15.6	12.2	4.0
	246904001	GEORGETOWN H S	GEORGETOWN ISD	63.1	34.6	30.1	15.8	4.2	2.7
	246913001	LEANDER H S	LEANDER ISD	58.0	37.2	30.1	13.3	6.2	1.9
	246913003	VISTA RIDGE H S	LEANDER ISD	61.9	19.4	23.0	12.5	5.8	2.0
	246913004	ROUSE H S	LEANDER ISD	62.0	26.7	28.5	13.1	5.4	2.3
	248902001	WINK H S	WINK-LOVING ISD	59.1	27.9	33.8	10.8	0.6	1.3
	250903001	MINEOLA H S	MINEOLA ISD	61.0	49.5	27.1	14.5	8.2	3.0
		Group Average		59.5	27.0	24.2	12.2	9.0	2.7

*** Order of columns will vary on lists for other campuses ***

Most High Schools do not have Comparable Improvement performance data

2011-12
Campus Improvement Plan
for
John H. Guyer High School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

John H. Guyer High School's Mission Statement

Mission Statement

John H. Guyer High School is committed to providing an exceptional academic program for all students that integrates teh intellectual, social, cultural and physical aspects of learning in a positive environment.

Motto

Where the Tradition Begins and Excellence Continues
"Knowledge, Integrity, Courage"

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

John H. Guyer High School Campus Improvement Plan
High School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
9	All	506	95	36	568	96	40		
9	AA	48	90	25	67	99	36		
9	Hispanic	120	92	23	122	92	32		
9	White	322	98	43	366	96	44		
9	Eco. Dis.	136	90	23	117	94	35		
9	SPED	38	79	11	38	74	11		
9	LEP C	35	71	9	24	75	13		
9	LEP M1								
9	LEP M2								
10	All	526	96	26	474	95	20		
10	AA	46	91	11	46	93	13		
10	Hispanic	126	90	13	113	88	13		
10	White	324	98	33	295	98	25		
10	Eco. Dis.	139	91	9	115	84	10		
10	SPED	31	77	3	34	76	6		
10	LEP C	29	79	0	28	71	0		
10	LEP M1								
10	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
11	All	526	96	37	491	97	25		
11	AA	65	95	29	41	98	10		
11	Hispanic	111	93	18	129	91	12		
11	White	328	98	45	295	100	34		
11	Eco. Dis.	120	92	15	124	91	10		
11	SPED	35	80	3	27	81	0		
11	LEP C	30	73	0	26	65	0		
11	LEP M1								
11	LEP M2								

John H. Guyer High School Campus Improvement Plan
High School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
9	All	507	81	33	572	78	30		
9	AA	47	62	19	67	70	21		
9	Hispanic	121	69	21	124	67	23		
9	White	322	88	39	368	83	34		
9	Eco. Dis.	135	66	15	116	66	22		
9	SPED	38	37	8	38	26	8		
9	LEP C	37	54	3	25	32	12		
9	LEP M1								
9	LEP M2								
10	All	517	83	21	475	81	21		
10	AA	43	67	5	46	63	9		
10	Hispanic	124	67	9	112	74	11		
10	White	320	90	26	297	87	27		
10	Eco. Dis.	133	71	6	113	66	8		
10	SPED	25	40	4	32	47	3		
10	LEP C	30	40	3	27	56	0		
10	LEP M1								
10	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
11	All	522	93	30	489	90	27		
11	AA	63	90	25	41	78	7		
11	Hispanic	111	81	18	126	84	14		
11	White	326	97	34	296	93	33		
11	Eco. Dis.	118	84	15	121	78	16		
11	SPED	31	58	3	25	28	4		
11	LEP C	30	63	7	26	62	0		
11	LEP M1								
11	LEP M2								

John H. Guyer High School Campus Improvement Plan
High School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
10	All	518	84	20	475	84	23		
10	AA	45	76	2	47	68	13		
10	Hispanic	121	67	7	112	67	14		
10	White	321	92	26	295	92	27		
10	Eco. Dis.	133	66	8	114	66	9		
10	SPED	27	48	4	32	53	6		
10	LEP C	30	40	0	26	19	0		
10	LEP M1								
10	LEP M2								
11	All	520	94	19	485	93	29		
11	AA	64	92	11	40	85	8		
11	Hispanic	111	82	7	125	84	14		
11	White	323	98	24	294	98	37		
11	Eco. Dis.	118	82	8	120	84	12		
11	SPED	32	72	3	25	52	8		
11	LEP C	30	50	0	26	73	4		
11	LEP M1								
11	LEP M2								

John H. Guyer High School Campus Improvement Plan
High School-Level Performance Data

Social Studies

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
10	All	523	96	48	477	95	55		
10	AA	45	91	20	46	89	39		
10	Hispanic	124	92	27	114	89	37		
10	White	323	98	59	296	98	64		
10	Eco. Dis.	137	93	23	117	87	33		
10	SPED	31	68	16	35	77	11		
10	LEP C	30	77	0	29	76	14		
10	LEP M1								
10	LEP M2								
11	All	521	99	61	487	100	62		
11	AA	65	100	54	40	100	40		
11	Hispanic	111	97	40	127	98	43		
11	White	323	99	70	294	100	74		
11	Eco. Dis.	119	97	39	122	98	33		
11	SPED	35	91	17	28	100	11		
11	LEP C	30	87	7	27	93	7		
11	LEP M1								
11	LEP M2								

John H. Guyer High School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at John H. Guyer High School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- Eschool Plus
- PIEMS
- Special Education Data
- LEP Data
- 504 Data
- TAKS Data
- GT numbers from last three years

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Stable sub population growth
- Overall drop in Special Ed population

Needs

- Growth of special ed population in Hispanic sub group
- Percentage of minority teachers does not match the demographics of students.

Summary of Needs

- Review Hispanic students being identified as Special Education-RTI Process
- Recruit more minority teachers

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- TAKS results over last four years
- Gradespeed
- Eduphoria-Aware
- Eschool Plus

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Increase in all areas of TAKS from 2007-2010
- Increase in Hispanic subgroups through 2011
- Major increases in LEP and SPEd populations

Needs

- Need to increase African American math scores
- Need to increase Low Socio Economic math scores
- Increase commended students

Summary of Needs

- Improve math scores for African American and Economically Disadvantaged students
- Improve number of commended students in all test areas
- Continue to improve all LEP and Sped test performances

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Student Surveys
- Teacher Surveys
- On Course Discipline Program
- Parent Surveys
- Bullying Survey

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Staff and students describe the school climate as accepting and caring
- Students believe that their teachers care about them and respect different cultures
- Students, staff and parents believe that Guyer is preparing students for life after high school.
- Staff and students belive that Guyer is a safe environment.
- Students feel they have one or more staff member they can go to if they have a problem.

Needs

- Communication of Discipline actions
- Consistency of Discipline actions
- Communication of Budget, policies, et c.
- Holding staff to be more accountable for professional behavior.

Summary of Needs

- Better communicate discipline decisions and practices
- Become more consistent in discipline practices
- Better communicate on issues such as budget, school policies, etc.
- Better utilize walk throughs to make sure all staff is accountable for profressional behavior

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- PRIDE documents
- Anchor Walk Forms
- Teacher certifications
- 1st Year Teacher Academy
- Professional Development-Aware
- Special program qulaifications
- TAKS scores, Benchmarks, Grades
- Graduation, Completion rates

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Anchor Walks
- Many Co-teachers are content and sped certified
- New Teacher Academy
- Mentor Teachers

Needs

- Schedule more Anchor Walks
- More staff that are ESL certified

Summary of Needs

- More time set aside for weekly/daily Anchor Walks to get feedback on teacher performance and follow up to professional development.
- Encourage more staff to pick up the ESL certification

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- TAKs Data
- Departmental benchmarks
- District Curriculum Documents
- Teacher plans
- Teacher Web pages
- Peer observations

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Creative Lesson design
- High Quality staff
- Relevant Instruction
- Excellent Curriculum Development-Some still in progress
- Teacher feedback, discussions, PLCs
- Technology usage

Needs

- Increase usage of common assessments
- Following through on professional development
- Increase professional development in creative lesson design
- Increase professional development in assessement design
- Better use of data from district benchmarks
- Time for staff to research, plan and assess lessons

Summary of Needs

- Increase use of common assessments
- Professional development in the areas of assessment and lesson design
- Better use of the data from district benchmarks
- Time for staff to regularly plan assessements, lessons and activities together

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- Parent Surveys
- Webpages
- Booster Clubs
- PTSA
- CLT Agendas
- School Calendar
- List of outside Agencies
- Gradespeed

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Student Assistance Counselor
- Tuesday Night Library Time
- Informational Parent meetings
- Many student groups that take part in community activities
- AP Palooza
- Upward Bound
- Go Center
- Paths to Scholarships
- Licensed School Psychologist
- League of Friends

Needs

- Update Websites regularly
- Continue programs such as League of Friends, Tuesday Night Library, Upward Bound, Go Center, Future All Stars
- Work through parent groups to communicate all activities and programs to parents and community

Summary of Needs

- Update webpages regularly
- Encourage parents and students to sign up for e alerts
- Continue programs such as League of Friends, Tuesday Night Library, Upward Bound, Future All Stars and Go Center
- Commuicate better through all of Guyer's parent groups

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- Academic Support Group Information
- Think 10 Information
- META classes
- Surveys
- CLT Agendas
- Department Head Meeting Agendas
- Master Schedules

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Academic Support Classes
- Think 10 Classes
- Odyssey
- RTI Meetings
- Staff Development in Best Practices
- CLT Organization

Needs

- Academic Support Classes each period
- Training of Academic Support teachers
- Freshman Support class
- Communicate CLT opportunities to all staff
- Regular use of Surveys for students, parents and staff to determine areas of need

Summary of Needs

- Academic Support classes each period
- Train Academic Support staff
- Implement Freshman support class (High School 101)
- Communicate CLT opportunities to all staff
- Regular use of staff, student and parent surveys

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

- StaR Chart
- Survey of Tech staff
- Technology Plan
- Technology Advisery Council
- Classroom Observation
- Library Observation

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Public Wireless
- Basic Access to Equipment
- Personel usage of technology
- Supportive Administration

Needs

- Consistent District Wireless
- True integration of technology in the classroom
- Use of all tools available
- Expectation of use of technology

Summary of Needs

- Consistent Wireless
- Use of professional development to ensure integration of technology into all classrooms
- Technology TEKS addes to Eduphoria

Comprehensive Needs Assessment Summary of Priority Needs
John H. Guyer High School

Demographics:
Review Hispanic students being identified as Special Education-RTI Process
Recruit more minority teachers

School Culture and Climate:
Better communicate discipline decisions and practices
Become more consistent in discipline practices
Better communicate on issues such as budget, school policies, etc.
Better utilize walk throughs to make sure all staff is accountable for profressional behavior

Curriculum, Instruction and Assessment:
Increase use of common assessments
Professional development in the areas of assessment and lesson design
Better use of the data from district benchmarks
Time for staff to regularly plan assessements, lessons and activities together

School Content and Organization:
Academic Support classes each period
Train Academic Support staff
Implement Freshman support class (High School 101)
Communicate CLT opportunities to all staff
Regular use of staff, student and parent surveys

Student Achievement:
Improve math scores for African American and Economically Disadvantaged students
Improve number of commended students in all test areas
Continue to improve all LEP and Sped test performances

Teacher Quality:
More time set aside for weekly/daily Anchor Walks to get feedback on teacher performance and follow up to professional development.
Encourage more staff to pick up the ESL certification

Family and Community Involvement:
Update webpages regularly
Encourage parents and students to sign up for e alerts
Continue programs such as League of Friends, Tuesday Night Library, Upward Bound, Future All Stars and Go Center
Commuicate better through all of Guyer's parent groups

Technology:
Consistent Wireless
Use of professional development to ensure integration of technology into all classrooms
Technology TEKS addes to Eduphoria

Board Summary
Campus Improvement Plans
2011-12

John H. Guyer High School

Wildy Important Goals for 2011-12
WIG 1: Guyer High School will reduce discrepancies in TAKS scores of underserved populations, such as African American, Hispanic, Economicaly Disadvantaged, Limited English Proficient and Special Eduation so that these groups have an 80% or above passing rate on all areas of the TAKS/EOC by May of 2012.
WIG 2: GHS students, staff and parents will implement programs and processes to decrease the incidents of violence, bad decision making and harrassment by 10% by May 2012. Implement Zone presentations for the following areas: Distracted Driving; Bully Prevention; Suicide Prevention and Relationship Violence

Campus Improvement Plan
John H. Guyer High School

WIG 1

Guyer High School will reduce discrepancies in TAKS scores of underserved populations, such as African American, Hispanic, Economicaly Disadvantaged, Limited English Proficient and Special Eduation so that these groups have an 80% or above passing rate on all areas of the TAKS/EOC by May of 2012.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
TAKS and other test information will be distributed to staff in August. and September 2011. **Person(s) Responsible:** Administration and Department Heads **Completion Date:** September 7, 2011 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Scheduled time to meet Funds for copying materials TAKS/PSAT/AP Data	[ ]	[ ]		Data materials to all English, Math, Science and Social Studies staff Lesson plans	2011-2012 TAKS October PSAT Spring 11 AP Exams	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
English, math, science and social studies teachers will meet as specific course PLCs once each six weeks to plan curriculum and assessments. **Person(s) Responsible:** Administrators and Department Heads **Completion Date:** Each Six Weeks **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Scheduled Time/Ed leave, Training in Instructional Quality skills	[ ]	[ ]		Calendar of Meeting times Agenda of Meetings	Spring 2011-2012 TAKS/EOC	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify areas of weakness on TAKS with each sub population and plan interventions. **Person(s) Responsible:** Administration and Teachers **Completion Date:** September 2011,October 2011, January 2012, February 2012, March 2012 and April 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	TAKs materials-Individual TAKS reports Staff time Study Island Study Sessions Academic Support Time	[ ]	[ ]		Individual TAKS reports to identify individual needs	October TAKS retests and Spring 12TAKS/EOC	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue with Saturday and before and/or after school Study Sessions **Person(s) Responsible:** Administration and Teachers **Completion Date:** October 2011 and April 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Personnel TAKs materials Student Data Study Island	[ ]	[ ]		Calendar and assignments of students to Study Sessions	October TAKs retests and Spring 12 TAKs/EOC results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Training sessions to work with teachers on Instructional Quality: Critical Thinking, Engagement, Assessments **Person(s) Responsible:** Administration and Department Heads **Completion Date:** September 20, October25, November29,2011 and January 31,February 28, March 13 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Scheduled Time/Ed leave, Training in Instructional Quality skills Time during Staff Meetings	[ ]	[ ]		Sign in Sheets Monthly Staff Meeting agendas Anchor Walks	Anchor Walk results Six Week grades TAKs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continuation of Zeros Aren't Permitted (ZAP) program **Person(s) Responsible:** Administration Algebra I staff Biology staff **Completion Date:** Friday of each week **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Funds for staff Time for organization/ procedures	[ ]	[ ]		Failures 10-11 in Alg I	Failures 11-12 in Alg I	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SAT/ACT Prep Sessions **Person(s) Responsible:** Counselors Administrators **Completion Date:** October 2011, November 2011 and Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Revolution Prep Sessions Funds for SAT Prep Sessions	[ ]	[ ]		2011 SAT/ACT scores	2012 SAT/ACT scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to implement attendance incentives **Person(s) Responsible:** Administration/Attendance Staff **Completion Date:** The last teaching day of each month **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Administrator to plan/organize program Attendance personnel	[ ]	[ ]		2010-2011 attendance results	2011-2012 attendance results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide credit retrieval programs for at risk students **Person(s) Responsible:** Administrators, Counselors and Teachers **Completion Date:** May 24, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Odyssey Program Staff Procedures to monitor at-risk students Trailer Programs	[ ]	[ ]		List of at-risk students Transcripts	Graduation rate 2012	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to implement inclusion strategies through staff development, staff feedback and standardized ARD procedures **Person(s) Responsible:** Administration Counselors Special Ed staff **Completion Date:** April 20, 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Monthly training of staff and monitoring procedure implementation Specific Content Inclusion materials	[ ]	[ ]		10-11 Failure list 10-11 TAKS	11-12 Failure list 11-12 TAKS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to work with all students on post secondary readiness and distribute information on college admission requirements **Person(s) Responsible:** Administrators/Counselors/CTE staff **Completion Date:** May 24, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Revolution Prep SAT Prep META Program-Freshmen	[ ]	[ ]		Counselor Calendar Class lists	Counselor Logs	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase the number of Commended students in all areas of the TAKS by 10%. Set baseline for commended students on EOC **Person(s) Responsible:** Administration Teachers **Completion Date:** April 20, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	High level thinking materials and activities Time to plan Benchmark Tests	[ ]	[ ]		2011 Commended List	2012 Commended List TAKS /EOC	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
English/Language Arts Writing Workshops -Pull out during school day to emphasize previously taught writing strategies **Person(s) Responsible:** English Language Arts Staff **Completion Date:** February 29, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time to plan Educational Leave Location	[ ]	[ ]		English/LA TAKs 2010-2011	English/LA TAKs 2011-2012 EOC 2011-12	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Create virtual, video lessons of Algebra I to be put on our webpage which include short lessons and homework help. **Person(s) Responsible:** Alg I staff and Math Dept. Head **Completion Date:** Fall Semester 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time to plan, Computer time, Writing Tablets	[ ]	[ ]		Math TAKS 2010-2011	EOC 2011-12	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
English staff will create common writing assessements and rubrics for different genres of writing for each grade level. **Person(s) Responsible:** English Staff and English Dept. Head **Completion Date:** Fall Semester 2011 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Planning time, writing rubrics/materials	[ ]	[ ]		Eng/LA scores from TAKS 2010-2011	Eng/La TAKs 2011-2012 EOC 2011-12	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
English I, Algebra I, Biology and World Geography staff will review all information on the EOC tests to be given in the Spring of 2012. **Person(s) Responsible:** Dept. Heads, Administrators **Completion Date:** April 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Common planning, TEA materials, Reg. XI information, information sessions	[ ]	[ ]		Benchmarks, six week and semestser tests.	EOC 2011-2012	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
John H. Guyer High School

WIG 2

GHS students, staff and parents will implement programs and processes to decrease the incidents of violence, bad decision making and harrassment by 10% by May 2012.
Implement Zone presentations for the following areas: Distracted Driving; Bully Prevention; Suicide Prevention and Relationship Violence

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update and present Zone presentations that lead to discussion and information on Distracted Driving; Bully Prevention; Suicide Prevention and Relationship Violence. **Person(s) Responsible:** Administrators; Counselors and Staff **Completion Date:** September 14;October 26; November 3; January 25; March 14;May 2 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time to prepare presentations Power Points Staff Meeting Training for all staff	[ ]	[ ]		Calendar of Presentations	Survey of student attitudes after all presentations are completed.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue Safety Training in the areas of Lock Down, Tornado and Fire. **Person(s) Responsible:** Administrators and Staff **Completion Date:** Monthly-September 2011 through May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time Staff Training Coordination with District and Local Emergency Management	[ ]	[ ]		Dates of all drills and training	Survey of student attitudes regarding safety at GHS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue monthly safety audits of facilities. **Person(s) Responsible:** Administrators **Completion Date:** Monthly October 2011-May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Time, Coordination of District and Community officials	[ ]	[ ]		Calendar or Audits	Calendar of Audits	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to communicate with parents through E Alerts, Guyer Website, Gradespeed and Newsletters. **Person(s) Responsible:** Administrators; Counselors; Librarians and Technology Specialists **Completion Date:** Monthly beginning in August 2011 continuing to May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Staff time to update Website;	[ ]	[ ]		Website E-Alerts Newsletters Gradespeed Usage	Parent Survey Website E-Alerts Newsletters Gradespeed usage	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
John H. Guyer High School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Alyscia Clark
2) Classroom Teacher	Misty Moffitt
3) Classroom Teacher	Stephen Shade
4) Classroom Teacher	Scott Dean
5) Classroom Teacher	Donna Lowe
6) Classroom Teacher	Amy Woody
7) Campus-based Nonteaching Professional	Regena Little
8) Campus-based Paraprofessional and Operations Staff	Donna Clark
9) District-level Professional	
10) Parent	Angie Matthews
11) Parent	Teresa Bucklew
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	8/30/11	4:00	Library
2	11/15/11	4:00	Library
3	2/21/12	4:00	Library
4	4/10/12	4:00	Library
5	TBD	4:00	Library

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: RYAN H S

Campus #: 061901002

2011 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Commended on Social Studies

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 9															
Reading	2011	89%	93%	93%	93%	94%	89%	96%	> 99%	> 99%	*	*	70%	90%	69%
	2010	92%	94%	95%	95%	91%	92%	97%	> 99%	> 99%	*	*	78%	91%	84%
Mathematics	2011	72%	76%	76%	77%	79%	69%	82%	> 99%	73%	*	*	42%	72%	49%
	2010	72%	77%	75%	78%	76%	71%	84%	89%	67%	*	*	47%	71%	59%
All Tests	2011	69%	75%	75%	76%	77%	68%	81%	> 99%	73%	*	*	34%	70%	43%
	2010	70%	75%	73%	77%	74%	68%	84%	89%	67%	*	*	43%	68%	54%
TAKS Met 2011 Standard Grade 10															
Eng Lang Arts	2011	91%	92%	93%	89%	80%	86%	93%	86%	*	*	*	58%	83%	79%
	2010	91%	93%	93%	91%	93%	85%	95%	> 99%	> 99%	*	*	54%	88%	68%
Mathematics	2011	75%	76%	79%	74%	50%	68%	84%	86%	*	*	*	46%	64%	49%
	2010	75%	78%	81%	75%	70%	66%	83%	83%	73%	*	*	38%	65%	44%
Science	2011	76%	76%	80%	72%	64%	58%	86%	57%	*	*	*	38%	60%	33%
	2010	75%	80%	81%	77%	73%	58%	89%	> 99%	82%	*	*	32%	66%	19%
Soc Studies	2011	93%	93%	95%	91%	82%	88%	96%	86%	*	*	*	58%	85%	74%
	2010	93%	93%	95%	91%	91%	86%	95%	> 99%	> 99%	*	*	46%	86%	53%
All Tests	2011	65%	66%	70%	61%	43%	49%	76%	57%	*	*	*	23%	46%	25%
	2010	65%	69%	72%	64%	57%	49%	77%	83%	64%	*	*	15%	51%	6%
TAKS Met 2011 Standard ^ Grade 11															
Eng Lang Arts	2011	94%	96%	97%	95%	97%	92%	97%	> 99%	91%	*	*	60%	92%	67%
	2010	93%	95%	95%	94%	90%	89%	96%	> 99%	> 99%	*	*	69%	89%	71%
Mathematics	2011	90%	89%	93%	88%	84%	86%	92%	> 99%	73%	*	*	47%	84%	63%
	2010	88%	89%	91%	89%	78%	81%	94%	> 99%	> 99%	*	*	56%	79%	55%
Science	2011	90%	90%	94%	90%	89%	83%	95%	> 99%	91%	*	*	53%	83%	38%
	2010	90%	90%	94%	89%	82%	76%	98%	> 99%	83%	*	*	59%	79%	45%
Soc Studies	2011	98%	98%	98%	97%	97%	95%	98%	> 99%	91%	*	*	67%	94%	75%
	2010	97%	98%	98%	97%	96%	93%	> 99%	> 99%	> 99%	*	*	85%	94%	83%
All Tests	2011	84%	85%	88%	84%	82%	77%	90%	> 99%	73%	*	*	33%	77%	28%
	2010	81%	83%	86%	81%	71%	67%	91%	> 99%	83%	*	*	40%	68%	28%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	94%	92%	91%	89%	95%	96%	92%	*	*	64%	88%	73%
	2010	90%	93%	94%	93%	92%	89%	96%	> 99%	n/a	n/a	n/a	68%	90%	77%
Mathematics	2011	84%	88%	82%	79%	72%	73%	85%	96%	76%	*	*	45%	72%	51%
	2010	84%	88%	82%	80%	74%	72%	87%	91%	n/a	n/a	n/a	47%	71%	54%
Science	2011	83%	84%	87%	81%	78%	69%	90%	79%	86%	*	*	44%	70%	35%
	2010	82%	86%	87%	83%	76%	67%	93%	> 99%	n/a	n/a	n/a	45%	72%	31%
Soc Studies	2011	95%	96%	97%	94%	90%	91%	97%	93%	86%	*	*	62%	89%	74%
	2010	94%	96%	96%	94%	94%	89%	97%	> 99%	n/a	n/a	n/a	64%	90%	67%
All Tests	2011	76%	81%	77%	74%	68%	64%	82%	88%	72%	*	*	30%	64%	33%
	2010	76%	81%	76%	74%	66%	62%	83%	91%	n/a	n/a	n/a	34%	63%	35%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	26%	20%	16%	12%	26%	13%	52%	*	*	9%	12%	4%
	2010	32%	38%	29%	23%	17%	15%	29%	10%	27%	*	*	14%	12%	4%
Mathematics	2011	29%	32%	24%	18%	12%	11%	24%	8%	36%	*	*	3%	11%	4%
	2010	28%	31%	24%	19%	11%	11%	26%	15%	26%	*	*	2%	12%	5%
Science	2011	30%	33%	22%	17%	12%	9%	23%	21%	57%	*	*	2%	9%	1%
	2010	28%	30%	20%	15%	10%	7%	20%	9%	29%	*	*	3%	10%	< 1%
Soc Studies	2011	47%	51%	50%	48%	36%	34%	60%	64%	71%	*	*	8%	34%	9%
	2010	45%	51%	47%	49%	33%	34%	61%	64%	71%	*	*	11%	34%	5%
All Tests	2011	16%	19%	11%	8%	6%	5%	11%	4%	32%	*	*	1%	4%	< 1%
	2010	15%	17%	11%	7%	4%	3%	10%	5%	9%	*	*	2%	3%	< 1%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	86%	66%	60%	68%	62%	*	*	*	*	66%	59%	72%
	2010	85%	88%	86%	79%	*	81%	69%	*	*	*	*	79%	75%	85%
Mathematics	2011	77%	83%	69%	44%	44%	58%	8%	*	*	*	*	44%	51%	53%
	2010	75%	79%	63%	39%	43%	42%	36%	*	*	*	*	39%	42%	53%
Science	2011	60%	60%	65%	30%	*	35%	14%	*	*	*	*	30%	29%	40%
	2010	58%	58%	60%	24%	*	20%	33%	*	*	*	*	24%	19%	14%
Soc Studies	2011	68%	67%	73%	29%	*	38%	*	*	*	*	*	29%	18%	40%
	2010	67%	68%	70%	56%	*	*	80%	*	*	*	*	56%	50%	*
All Tests	2011	66%	73%	59%	31%	33%	37%	14%	*	*	*	*	31%	32%	39%
	2010	64%	69%	55%	34%	43%	32%	31%	*	*	*	*	34%	31%	38%
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	98%	> 99%	98%	> 99%	> 99%	95%	*	*	*	*	98%	> 99%	*
All Tests	2010	93%	96%	99%	97%	> 99%	*	> 99%	*	*	*	*	97%	95%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	98.8%	97.9%	97.6%	96.8%	99.3%	100.0%	89.7%	*	*	99.4%	97.3%	89.3%
By Test Version														
TAKS (1 or more)	91.0%	91.6%	91.3%	91.1%	88.1%	88.4%	94.3%	100.0%	79.3%	*	*	30.8%	87.6%	72.3%
Not on TAKS	7.6%	7.6%	7.6%	6.9%	9.5%	8.5%	5.0%	0.0%	10.3%	*	*	68.6%	9.7%	17.0%
TAKS(Acc) Only	2.4%	2.1%	2.4%	2.5%	4.3%	2.5%	2.0%	0.0%	6.9%	*	*	25.2%	3.3%	4.4%
TAKS-M Only	3.1%	3.4%	2.6%	2.1%	2.4%	2.8%	1.6%	0.0%	3.4%	*	*	21.4%	2.9%	6.3%
TAKS-Alt Only	0.9%	0.7%	0.8%	0.9%	1.0%	1.1%	0.8%	0.0%	0.0%	*	*	8.8%	1.5%	1.3%
Combination	1.3%	1.4%	1.2%	1.3%	1.9%	2.1%	0.7%	0.0%	0.0%	*	*	13.2%	2.0%	5.0%
By Acct Status														
Acct System	94.0%	95.7%	94.6%	93.5%	90.5%	93.7%	94.4%	100.0%	86.2%	*	*	94.3%	93.7%	86.8%
Non-Acct System	4.6%	3.5%	4.1%	4.5%	7.1%	3.2%	4.9%	0.0%	3.4%	*	*	5.0%	3.6%	2.5%
Mobile	4.6%	3.5%	4.1%	4.5%	7.1%	3.2%	4.9%	0.0%	3.4%	*	*	5.0%	3.6%	2.5%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.8%	1.2%	2.1%	2.4%	3.2%	0.7%	0.0%	10.3%	*	*	0.6%	2.7%	10.7%
Absent	0.1%	0.1%	0.1%	0.1%	0.0%	0.2%	0.0%	0.0%	0.0%	*	*	0.0%	0.1%	0.0%
LEP Exempt	0.9%	0.5%	0.4%	1.0%	0.5%	2.1%	0.1%	0.0%	6.9%	*	*	0.0%	1.5%	10.1%
Other	0.4%	0.2%	0.6%	1.0%	1.9%	0.9%	0.5%	0.0%	3.4%	*	*	0.6%	1.1%	0.6%
Total Count	3,231,780	15,537	1,274	1,590	210	567	756	24	29	2	2	159	751	159
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	98.7%	98.4%	100.0%	97.0%	99.2%	100.0%	95.8%	*	-	99.3%	97.9%	92.3%
By Test Version														
TAKS (1 or more)	90.8%	91.4%	90.8%	92.5%	92.4%	89.9%	94.9%	95.5%	87.5%	*	-	36.7%	88.6%	78.2%
Not on TAKS	7.8%	7.7%	8.3%	5.9%	7.6%	7.1%	4.3%	4.5%	8.3%	*	-	62.6%	9.3%	14.1%
TAKS(Acc) Only	2.3%	1.8%	2.8%	1.9%	2.7%	2.2%	1.5%	4.5%	0.0%	*	-	20.1%	2.7%	3.5%
TAKS-M Only	3.3%	3.8%	2.7%	2.0%	1.6%	3.0%	1.4%	0.0%	4.2%	*	-	20.9%	3.3%	5.6%
TAKS-Alt Only	0.8%	0.7%	0.7%	0.8%	1.1%	0.2%	0.7%	0.0%	0.0%	*	-	7.9%	1.1%	0.0%
Combination	1.3%	1.3%	1.2%	1.3%	2.2%	1.8%	0.7%	0.0%	4.2%	*	-	13.7%	2.1%	4.9%
By Acct Status														
Acct System	90.0%	91.0%	91.3%	90.5%	89.1%	87.3%	93.5%	90.9%	91.7%	*	-	66.9%	88.0%	83.1%
Non-Acct System	8.6%	8.1%	7.6%	7.9%	10.9%	9.7%	5.7%	9.1%	4.2%	*	-	32.4%	9.9%	9.2%
Mobile	4.4%	3.6%	3.8%	5.2%	8.2%	6.5%	3.6%	9.1%	0.0%	*	-	3.6%	5.5%	3.5%
Non-Acct Test	4.2%	4.5%	3.6%	2.7%	2.7%	3.2%	2.1%	0.0%	4.2%	*	-	28.8%	4.4%	5.6%
Not Tested	1.4%	0.9%	1.3%	1.6%	0.0%	3.0%	0.8%	0.0%	4.2%	*	-	0.7%	2.1%	7.7%
Absent	0.1%	0.1%	0.2%	0.2%	0.0%	0.4%	0.1%	0.0%	0.0%	*	-	0.0%	0.2%	0.0%
LEP Exempt	0.9%	0.6%	0.3%	0.7%	0.0%	2.0%	0.0%	0.0%	0.0%	*	-	0.0%	1.5%	7.0%
Other	0.4%	0.2%	0.8%	0.7%	0.0%	0.6%	0.7%	0.0%	4.2%	*	-	0.7%	0.5%	0.7%
Total Count	3,175,337	14,816	1,034	1,464	184	505	724	22	24	1	0	139	658	142
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA 2011	47%	53%	58%	52%	45%	51%	62%	*	*	*	*	47%	47%	38%
2010	50%	53%	60%	59%	79%	42%	64%	*	*	*	*	44%	55%	43%
Mathematics 2011	42%	43%	48%	40%	35%	38%	45%	*	*	*	*	25%	36%	17%
2010	45%	52%	52%	52%	38%	44%	63%	*	*	*	*	43%	37%	43%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
English Language Learners Progress Indicator														
2010-11	80%	86%	81%	88%	*	88%	*	*	*	*	*	72%	88%	87%
2009-10	79%	85%	81%	82%	*	82%	*	*	> 99%	*	*	67%	81%	83%
Attendance Rate @														
2009-10	95.5%	95.9%	94.8%	95.2%	95.7%	95.3%	95.0%	94.8%	95.8%	*	95.4%	93.8%	94.7%	95.2%
2008-09	95.6%	95.9%	94.8%	94.9%	94.8%	95.0%	94.9%	92.9%	n/a	n/a	n/a	93.4%	94.6%	95.3%
Annual Dropout Rate (Gr 9-12) @														
2009-10	2.4%	0.3%	0.8%	0.2%	0.0%	0.1%	0.3%	0.0%	0.0%	*	0.0%	0.4%	0.4%	0.0%
2008-09	2.9%	0.7%	1.0%	0.7%	1.0%	0.7%	0.7%	0.0%	n/a	n/a	n/a	2.1%	0.6%	1.2%
4-Year Completion Rate (Gr 9-12) @														
Class of 2010														
Graduated	84.3%	94.0%	93.1%	96.1%	96.7%	93.2%	97.2%	*	n/a	n/a	n/a	86.1%	96.2%	84.6%
Received GED	1.3%	0.1%	0.9%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%
Continued HS	7.2%	4.8%	3.1%	2.9%	1.7%	6.8%	1.4%	*	n/a	n/a	n/a	5.6%	2.3%	15.4%
Dropped Out	7.3%	1.2%	2.6%	1.0%	1.7%	0.0%	1.4%	*	n/a	n/a	n/a	8.3%	1.5%	0.0%
Class of 2009														
Graduated	80.6%	91.8%	91.6%	94.1%	98.2%	89.0%	95.4%	-	n/a	n/a	n/a	84.0%	94.5%	80.0%
Received GED	1.4%	0.3%	0.6%	0.3%	0.0%	0.0%	0.5%	-	n/a	n/a	n/a	2.0%	0.0%	0.0%
Continued HS	8.6%	6.6%	3.6%	4.5%	1.8%	10.0%	2.5%	-	n/a	n/a	n/a	12.0%	4.7%	13.3%
Dropped Out	9.4%	1.3%	3.2%	1.1%	0.0%	1.0%	1.5%	-	n/a	n/a	n/a	2.0%	0.8%	6.7%
5-Year Extended Completion Rate (Gr 9-12) @														
Class of 2009														
Graduated	85.1%	96.7%	95.0%	97.7%	100.0%	95.9%	97.9%	-	n/a	n/a	n/a	93.9%	99.2%	92.3%
Received GED	1.9%	0.3%	1.0%	0.3%	0.0%	0.0%	0.5%	-	n/a	n/a	n/a	2.0%	0.0%	0.0%
Continued HS	2.1%	1.4%	0.5%	0.9%	0.0%	3.1%	0.0%	-	n/a	n/a	n/a	2.0%	0.0%	0.0%
Dropped Out	10.8%	1.6%	3.5%	1.1%	0.0%	1.0%	1.5%	-	n/a	n/a	n/a	2.0%	0.8%	7.7%
Class of 2008														
Graduated	83.4%	96.8%	92.7%	97.5%	98.0%	96.0%	97.9%	*	n/a	n/a	n/a	93.8%	98.0%	100.0%
Received GED	2.1%	0.1%	1.1%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%
Continued HS	2.4%	1.5%	0.9%	2.0%	2.0%	2.7%	1.8%	*	n/a	n/a	n/a	4.6%	2.0%	0.0%
Dropped Out	12.2%	1.7%	4.8%	0.5%	0.0%	1.3%	0.4%	*	n/a	n/a	n/a	1.5%	0.0%	0.0%
Completion Rate I (Graduates and Continuers) @ (Standard Accountability Indicator)														
Class of 2010	91.4%	98.7%	96.6%	99.0%	98.3%	100.0%	98.6%	*	n/a	n/a	n/a	91.7%	98.5%	100.0%
Class of 2009	89.2%	98.4%	96.2%	98.6%	100.0%	99.0%	98.0%	-	n/a	n/a	n/a	96.0%	99.2%	93.3%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion @														
2009-10	26.3%	31.1%	24.4%	31.2%	26.9%	19.3%	40.0%	30.4%	54.2%	*	27.3%	7.1%	19.6%	10.1%
2008-09	24.6%	27.7%	22.6%	26.4%	14.9%	16.1%	35.3%	14.3%	n/a	n/a	n/a	7.4%	12.8%	8.8%
RHSP/DAP Graduates @														
Class of 2010	82.7%	86.4%	81.1%	90.1%	83.3%	87.9%	93.1%	*	*	-	83.3%	36.7%	82.6%	95.2%
Class of 2009	82.5%	86.2%	81.8%	84.4%	70.2%	91.4%	85.0%	-	n/a	n/a	n/a	28.6%	78.3%	76.9%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
AP/IB Results @															
Tested															
	2010	22.7%	37.3%	20.0%	33.2%	18.9%	18.9%	44.6%	42.9%	50.0%	*	*	n/a	n/a	n/a
	2009	21.2%	38.7%	16.9%	36.7%	18.4%	25.0%	46.7%	*	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion															
	2010	50.8%	43.0%	55.0%	41.7%	22.2%	37.2%	44.4%	*	60.0%	-	-	n/a	n/a	n/a
	2009	51.2%	39.5%	51.0%	37.2%	21.1%	37.0%	38.4%	-	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion															
	2010	46.7%	31.8%	45.0%	33.4%	20.7%	26.1%	36.1%	16.7%	44.4%	-	-	n/a	n/a	n/a
	2009	47.4%	27.3%	46.5%	29.0%	17.1%	26.8%	30.5%	-	n/a	n/a	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) – Higher Education Readiness Component															
Eng Lang Arts	2011	66%	72%	71%	69%	67%	59%	75%	71%	82%	*	*	15%	65%	21%
	2010	60%	62%	66%	57%	48%	49%	63%	80%	67%	*	*	22%	47%	19%
Mathematics	2011	69%	66%	73%	67%	60%	57%	76%	86%	64%	*	*	20%	61%	32%
	2010	66%	66%	71%	64%	56%	49%	74%	60%	> 99%	*	*	12%	52%	22%
SAT/ACT Results @															
Tested															
Class of 2010		62.6%	61.6%	64.4%	59.3%	72.0%	46.8%	62.6%	*	*	-	16.7%	n/a	n/a	n/a
Class of 2009		61.5%	58.4%	65.4%	55.4%	79.5%	32.5%	60.3%	-	n/a	n/a	n/a	n/a	n/a	n/a
At/Above Criterion															
Class of 2010		26.9%	32.9%	29.6%	32.4%	8.3%	15.9%	46.2%	*	*	-	*	n/a	n/a	n/a
Class of 2009		26.9%	29.8%	25.8%	25.6%	5.7%	14.8%	34.3%	-	n/a	n/a	n/a	n/a	n/a	n/a
Average SAT Score															
Class of 2010		985	1026	1011	1018	889	939	1083	*	*	-	*	n/a	n/a	n/a
Class of 2009		985	1012	987	1000	858	929	1048	-	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT Score															
Class of 2010		20.5	21.1	21.0	20.5	18.1	17.6	22.7	-	*	-	-	n/a	n/a	n/a
Class of 2009		20.5	20.8	21.0	20.1	15.4	19.3	22.9	-	n/a	n/a	n/a	n/a	n/a	n/a
College-Ready Graduates @															
Eng Lang Arts															
Class of 2010		66%	67%	73%	63%	41%	49%	72%	*	*	*	*	9%	50%	8%
Class of 2009		62%	61%	68%	52%	32%	41%	62%	*	n/a	n/a	n/a	8%	33%	11%
Mathematics															
Class of 2010		64%	67%	72%	63%	39%	56%	73%	*	*	*	*	20%	52%	31%
Class of 2009		60%	59%	65%	56%	25%	46%	68%	*	n/a	n/a	n/a	< 1%	39%	< 1%
Both Subjects															
Class of 2010		52%	54%	60%	48%	20%	36%	60%	*	*	*	*	10%	35%	8%
Class of 2009		47%	46%	51%	40%	16%	28%	52%	*	n/a	n/a	n/a	< 1%	23%	< 1%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		1,999	100.0%	60,151	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	3.0%	4.5%
	Kindergarten	0	0.0%	0.0%	8.5%	7.6%
	Grade 1	0	0.0%	0.0%	8.5%	7.9%
	Grade 2	0	0.0%	0.0%	8.8%	7.7%
	Grade 3	0	0.0%	0.0%	8.5%	7.6%
	Grade 4	0	0.0%	0.0%	7.9%	7.6%
	Grade 5	0	0.0%	0.0%	7.9%	7.6%
	Grade 6	0	0.0%	0.0%	7.2%	7.4%
	Grade 7	0	0.0%	0.0%	7.1%	7.3%
	Grade 8	0	0.0%	0.1%	7.1%	7.2%
	Grade 9	604	30.2%	28.6%	7.5%	7.9%
	Grade 10	527	26.4%	26.2%	6.4%	7.0%
	Grade 11	469	23.5%	23.4%	5.7%	6.4%
	Grade 12	399	20.0%	21.6%	5.5%	5.9%
Ethnic Distribution:	African American	249	12.5%	11.1%	11.6%	12.9%
	Hispanic	691	34.6%	32.9%	30.8%	50.3%
	White	971	48.6%	49.1%	52.9%	31.2%
	Native American	26	1.3%	0.6%	0.9%	0.5%
	Asian	30	1.5%	3.7%	2.6%	3.4%
	Pacific Islander	2	0.1%	0.1%	0.1%	0.1%
	Two or More Races	30	1.5%	2.5%	1.2%	1.6%
Economically Disadvantaged		926	46.3%	34.6%	41.5%	59.2%
Limited English Proficient (LEP)		191	9.6%	2.8%	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		47	2.3%	3.6%	1.3%	1.9%
At-Risk		859	43.0%	38.4%	35.1%	46.3%
Mobility (2009-10)		344	16.7%	14.9%	17.1%	18.2%
Number of Students per Teacher		13.0	n/a	15.2	13.0	14.7

STUDENT INFORMATION

Graduates (Class of 2010):	Campus Count	Campus Percent	Campus Group	District	State
Total Graduates	374	100.0%	12,229	1,146	280,520
By Ethnicity (incl. Special Ed.):					
African American	54	14.4%	1,319	145	36,988
Hispanic	107	28.6%	3,514	327	119,365
White	203	54.3%	6,663	619	108,577
American Indian	2	0.5%	70	10	1,452
Asian	2	0.5%	387	29	9,967
Pacific Islander	0	0.0%	23	0	363
Two or More Races	6	1.6%	253	16	3,808
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	37	9.9%	2,234	156	48,391
Recommended H.S. Pgm./DAP	337	90.1%	9,995	990	232,129
Special Education Graduates	30	8.0%	1,086	99	25,537

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.8	19.0
	Grade 1	-	-	18.9	18.9
	Grade 2	-	-	18.8	18.8
	Grade 3	-	-	19.1	18.8
	Grade 4	-	-	20.3	19.0
	Grade 5	-	-	21.9	21.4
	Grade 6	-	-	20.9	20.7
	Mixed Grades	-	-	19.2	23.9
Secondary:	English/Language Arts	21.8	19.0	20.4	17.3
	Foreign Languages	19.2	20.1	18.8	19.0
	Mathematics	21.8	20.1	19.4	17.9
	Science	23.2	19.3	22.9	19.0
	Social Studies	22.2	22.4	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	195.8	100.0%	100.0%	100.0%	100.0%
Professional Staff:	184.8	94.4%	91.3%	72.3%	63.4%
Teachers	153.7	78.5%	79.2%	56.2%	50.5%
Professional Support	24.0	12.3%	7.6%	12.8%	9.0%
Campus Admin. (School Leader.)	7.0	3.6%	4.5%	2.7%	2.8%
Educational Aides:	11.0	5.6%	8.7%	7.9%	9.5%
Total Minority Staff:	39.5	20.2%	17.1%	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	14.4	9.4%	5.3%	6.5%	9.3%
Hispanic	13.8	8.9%	8.3%	11.7%	23.7%
White	115.5	75.2%	83.7%	78.4%	63.9%
American Indian	1.0	0.7%	0.6%	0.8%	0.4%
Asian	0.8	0.5%	0.8%	0.4%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.1%	0.1%
Two or More Races	8.3	5.4%	1.2%	2.1%	1.3%
Males	73.2	47.6%	42.0%	24.0%	23.2%
Females	80.5	52.4%	58.0%	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	5.7	3.7%	5.0%	4.8%	6.0%
1-5 Years Experience	44.0	28.6%	25.7%	31.8%	30.0%
6-10 Years Experience	38.3	24.9%	20.9%	22.7%	21.1%
11-20 Years Experience	37.4	24.4%	27.7%	25.5%	25.0%
0ver 20 Years Experience	28.3	18.4%	20.7%	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.7 yrs.	12.4 yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	7.6 yrs.	7.4 yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$50,110	$42,694	$45,521	$41,272
1-5 Years Experience	$48,249	$45,674	$47,448	$44,013
6-10 Years Experience	$49,027	$47,958	$48,287	$46,604
11-20 Years Experience	$52,570	$51,765	$51,852	$50,476
Over 20 Years Experience	$65,333	$60,353	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$52,704	$50,734	$51,120	$48,638
Professional Support	$57,735	$58,153	$55,177	$57,045
Campus Administration (School Leadership)	$74,611	$76,834	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	11.3	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	15,162,595	100.0%	$8,044	15,832,166	100.0%	$8,399	$399,619,118	100.0%	$6,938
Instruction (11,95)	10,509,942	69.3%	$5,576	10,678,651	67.4%	$5,665	$271,072,993	67.8%	$4,706
Instructional-Related Services (12,13)	$425,638	2.8%	$226	$429,668	2.7%	$228	$11,439,174	2.9%	$199
Instructional Leadership (21)	$179,304	1.2%	$95	$179,304	1.1%	$95	$4,901,062	1.2%	$85
School Leadership (23)	$806,582	5.3%	$428	$809,571	5.1%	$429	$28,245,020	7.1%	$490
Support Services-Student (31,32,33)	$1,041,709	6.9%	$553	$1,070,291	6.8%	$568	$22,474,660	5.6%	$390
Other Campus Costs (35,36,51,52,53)	$2,199,420	14.5%	$1,167	$2,664,681	16.8%	$1,414	$61,486,209	15.4%	$1,067
By Program:									
Total Operating Expenditures	12,963,175	100.0%	$6,877	13,135,745	100.0%	$6,969	$334,127,950	100.0%	$5,801
Bilingual/ESL Education (25)	$88,874	0.7%	$47	$88,874	0.7%	$47	$2,095,535	0.6%	$36
Career & Technical Education (22)	$1,661,818	12.8%	$882	$1,709,865	13.0%	$907	$38,314,378	11.5%	$665
Accelerated Education (24,30)	$113,320	0.9%	$60	$113,320	0.9%	$60	$11,414,146	3.4%	$198
Gifted & Talented Education (21)	$0	0.0%	$0	$3,970	0.0%	$2	$4,768,643	1.4%	$83
Regular Education (11)	$9,153,243	70.6%	$4,856	$9,153,243	69.7%	$4,856	$217,408,664	65.1%	$3,774
Special Education (23)	$1,483,884	11.4%	$787	$1,604,437	12.2%	$851	$45,093,960	13.5%	$783
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$969	0.0%	$0
High School Allotment (31)	$462,036	3.6%	$245	$462,036	3.5%	$245	$14,039,235	4.2%	$244
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$992,420	0.3%	$17

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	190	9.5%	2.6%	14.3%	16.2%
Career & Technical Education	1,367	68.4%	58.6%	16.7%	21.0%
Gifted & Talented Education	200	10.0%	8.0%	8.7%	7.7%
Special Education	185	9.3%	9.7%	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	2.6	1.7%	0.8%	7.1%	5.5%
Career & Technical Education	20.3	13.2%	11.7%	3.6%	4.0%
Compensatory Education	1.6	1.0%	0.8%	5.0%	2.9%
Gifted & Talented Education	0.0	0.0%	1.6%	1.7%	1.9%
Regular Education	101.2	65.8%	65.5%	68.0%	73.4%
Special Education	13.7	8.9%	10.0%	12.0%	9.1%
Other	14.3	9.3%	9.7%	2.6%	3.2%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Campus Number		Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% Afr_Amer	% LEP
011901001		BASTROP H S	BASTROP ISD	48.8	52.1	39.3	19.4	9.1	4.3
015910003		CHURCHILL H S	NORTH EAST ISD	45.3	24.8	45.4	15.3	4.5	1.4
020902001		ANGLETON H S	ANGLETON ISD	44.6	46.4	38.6	21.8	13.5	1.1
020908001		PEARLAND H S	PEARLAND ISD	48.3	24.3	30.1	12.9	13.9	1.7
020908008		SHERYL SEARCY NINTH GRAD	PEARLAND ISD	49.2	28.5	28.7	11.1	13.8	2.6
036901001		ANAHUAC H S	ANAHUAC ISD	52.8	42.9	24.0	14.3	19.2	1.6
043907004		MCKINNEY NORTH H S	MCKINNEY ISD	51.3	28.2	24.6	14.1	17.7	2.1
046901001		NEW BRAUNFELS H S	NEW BRAUNFELS ISD	52.4	34.1	43.4	14.9	1.4	2.4
057909009		ROWLETT H S	GARLAND ISD	47.5	28.7	29.4	13.8	15.2	2.3
061901002	>	RYAN H S	DENTON ISD	48.6	46.3	34.6	16.7	12.5	9.6
061901003		DENTON H S	DENTON ISD	45.4	45.4	33.2	18.3	16.1	9.8
061902004		THE COLONY H S	LEWISVILLE ISD	51.1	30.1	28.3	14.7	8.9	4.4
062903001		YOAKUM HIGH SCHOOL	YOAKUM ISD	49.3	48.7	40.4	13.8	8.1	1.5
070911001		RED OAK H S	RED OAK ISD	51.9	32.5	27.2	12.5	17.6	1.2
070912001		WAXAHACHIE NINTH GRADE A	WAXAHACHIE ISD	51.0	43.8	33.5	17.2	11.9	1.7
070912002		WAXAHACHIE H S	WAXAHACHIE ISD	50.9	43.3	30.9	14.2	14.9	1.3
079901003		FOSTER H S	LAMAR CISD	48.1	26.0	27.8	14.0	17.2	3.5
079901009		GEORGE RANCH H S	LAMAR CISD	44.8	20.3	24.0	17.1 **	21.7	2.2
088902001		GOLIAD H S	GOLIAD ISD	49.0	41.8	44.2	14.3	2.9	1.0
094902001		SAMUEL CLEMENS H S	SCHERTZ-CIBOLO-U CITY IS	46.2	26.3	36.5	15.3	11.2	1.6
101908001		DEER PARK HS	DEER PARK ISD	51.8	34.9	40.6	14.6	2.0	3.8
101913005		QUEST H S	HUMBLE ISD	49.0	36.0	31.0	10.7	16.0	1.0
101915003		KLEIN OAK H S	KLEIN ISD	49.3	26.6	28.4	14.3	11.0	3.1
101915004		KLEIN COLLINS HIGH SCHOO	KLEIN ISD	51.0	22.8	27.9	11.4	10.3	2.4
101916001		LA PORTE HIGH SCHOOL	LA PORTE ISD	47.1	37.7	40.1	15.3	8.0	1.5
101920006		STRATFORD H S	SPRING BRANCH ISD	52.5	26.9	24.1	11.3	11.0	4.3
107901001		ATHENS H S	ATHENS ISD	44.9	58.6	38.2	15.0	14.5	4.7
109907001		ITASCA H S	ITASCA ISD	51.4	52.9	31.0	13.3	15.7	1.9
110906001		SMYER H S	SMYER ISD	51.0	45.6	40.3	11.4	1.3	2.0
120901001		EDNA H S	EDNA ISD	48.8	47.1	32.2	15.2	18.0	1.9
144901001		GIDDINGS H S	GIDDINGS ISD	45.8	49.6	39.8	11.0	12.9	2.4
154901001		MADISONVILLE HIGH SCHOOL	MADISONVILLE CISD	47.8	61.8	30.4	16.3	19.3	3.0
161909001		MCGREGOR H S	MCGREGOR ISD	48.0	67.5	39.9	14.6	9.8	2.9
170902005		OAK RIDGE H S	CONROE ISD	51.3	25.1	27.7	13.9	9.0	2.2
170908006		PORTER H S	NEW CANEY ISD	45.7	53.3	46.4	21.5 **	4.0	3.9
210901001		CENTER H S	CENTER ISD	44.5	66.1	30.9	15.8	23.5	7.3
220907002		FOSSIL RIDGE H S	KELLER ISD	46.6	34.2	26.9	14.8	13.4	4.3
220918001		BOSWELL H S	EAGLE MT-SAGINAW ISD	52.7	28.6	31.9	17.8	6.9	1.2
221901002		COOPER H S	ABILENE ISD	50.1	48.8	30.7	20.3	12.0	3.3
244903001		VERNON H S	VERNON ISD	51.6	51.2	33.7	14.9	9.7	2.3
246906001		HUTTO H S	HUTTO ISD	48.0	41.8	31.2	14.4	16.4	1.4
		Group Average		49.1	34.6	32.9	14.9	11.1	2.8

*** Order of columns will vary on lists for other campuses ***

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

Most High Schools do not have Comparable Improvement performance data

2011-12
Campus Improvement Plan
for
Billy Ryan High School

Denton Independent School District

APR 4656

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Billy Ryan High School's Mission Statement

Ryan High School will provide its diverse student population with a knowledge base that will make them productive citizens in the community and will prepare them for life after high school. The entire school, faculty, and staff will work together to produce individuals who are aware, concerned, knowledgeable, and responsible. RHS will foster citizenship, promote literacy, and cultivate personal fulfillment in its student body in a safe and healthy school climate.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Billy Ryan High School Campus Improvement Plan
High School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
9	All	509	95	24	568	94	32		
9	AA	56	91	21	72	94	25		
9	Hispanic	180	92	13	197	88	21		
9	White	263	98	33	278	97	42		
9	Eco. Dis.	228	92	13	273	90	21		
9	SPED	30	73	17	40	63	8		
9	LEP C	57	84	2	51	65	6		
9	LEP M1								
9	LEP M2								
10	All	405	92	12	484	89	9		
10	AA	59	93	7	57	81	7		
10	Hispanic	126	85	10	173	87	4		
10	White	207	96	14	243	93	13		
10	Eco. Dis.	191	89	6	218	83	3		
10	SPED	26	46	0	32	47	0		
10	LEP C	26	65	0	48	77	2		
10	LEP M1								
10	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
11	All	377	94	31	415	96	16		
11	AA	51	90	20	68	97	10		
11	Hispanic	103	89	18	136	94	11		
11	White	214	96	40	192	97	19		
11	Eco. Dis.	140	89	19	184	94	10		
11	SPED	23	57	9	21	62	0		
11	LEP C	26	69	8	20	75	0		
11	LEP M1								
11	LEP M2								

Billy Ryan High School Campus Improvement Plan
High School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
9	All	512	79	22	572	78	24		
9	AA	53	77	11	70	74	16		
9	Hispanic	185	72	11	198	70	18		
9	White	262	84	32	283	83	30		
9	Eco. Dis.	227	72	13	273	71	15		
9	SPED	32	41	3	39	36	3		
9	LEP C	58	60	5	49	51	4		
9	LEP M1								
9	LEP M2								
10	All	398	76	14	479	74	11		
10	AA	57	70	11	54	50	6		
10	Hispanic	124	67	10	173	67	5		
10	White	204	84	17	241	84	17		
10	Eco. Dis.	185	65	11	213	62	4		
10	SPED	20	30	0	27	33	0		
10	LEP C	25	36	4	50	46	2		
10	LEP M1								
10	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
11	All	373	90	22	412	89	18		
11	AA	46	80	13	67	82	12		
11	Hispanic	103	83	13	135	87	12		
11	White	215	96	27	191	93	24		
11	Eco. Dis.	137	82	15	183	85	13		
11	SPED	17	65	0	20	40	0		
11	LEP C	27	59	7	20	65	5		
11	LEP M1								
11	LEP M2								

Billy Ryan High School Campus Improvement Plan
High School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
10	All	400	79	17	483	72	14		
10	AA	57	74	11	57	61	7		
10	Hispanic	126	61	9	174	59	5		
10	White	204	90	24	241	85	21		
10	Eco. Dis.	186	69	11	217	59	4		
10	SPED	23	39	4	32	28	0		
10	LEP C	27	22	0	51	31	0		
10	LEP M1								
10	LEP M2								
11	All	376	90	13	413	92	21		
11	AA	49	82	8	67	88	15		
11	Hispanic	103	79	8	136	85	13		
11	White	215	98	17	191	97	26		
11	Eco. Dis.	139	81	8	182	85	15		
11	SPED	21	57	0	23	65	4		
11	LEP C	27	44	0	21	38	0		
11	LEP M1								
11	LEP M2								

Billy Ryan High School Campus Improvement Plan
High School-Level Performance Data

Social Studies

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
10	All	406	92	42	485	92	39		
10	AA	58	91	28	58	84	22		
10	Hispanic	130	86	32	180	89	27		
10	White	205	95	51	236	96	51		
10	Eco. Dis.	192	87	31	222	86	25		
10	SPED	31	42	10	38	61	5		
10	LEP C	30	53	0	55	75	7		
10	LEP M1								
10	LEP M2								
11	All	378	98	58	415	98	59		
11	AA	50	96	38	65	98	46		
11	Hispanic	104	95	38	138	96	45		
11	White	215	100	73	193	98	73		
11	Eco. Dis.	141	94	39	182	96	47		
11	SPED	24	88	13	28	71	18		
11	LEP C	28	86	11	22	82	9		
11	LEP M1								
11	LEP M2								

Billy Ryan High School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Billy Ryan High School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths **Needs**

Summary of Needs

- How are we adjusting to the increase in our Hispanic population?
- How are we adjusting to the increase in low social economic numbers?
- Howe are we adjusting to the increase in student population?

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths **Needs**

Summary of Needs

- How are we going to continue to assess or students achievement with fewer resources? Larger Class size will be an issue.
- How are changes in accountablity standards going to change how we view student achievement?

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths **Needs**

Summary of Needs

- How are we going to adjust to the change in Culture and Climate after we have sustained deep cuts to several programs.
- Howe are we going to adjust to the loss of colleagues and maintain a good climate among staff members?

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

-
-

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths **Needs**

Summary of Needs

- How are we going to replace teachers that are comprable to the ones we loose by looking at only internal candidates.
- How are we going to maximize our current teacher's strengths?

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths **Needs**

Summary of Needs

- How are the changes in our rating system going to effect how we view our data?

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths **Needs**

Summary of Needs

- How are we going to continue grow our Family and Community Imvolvement?

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths **Needs**

Summary of Needs

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths **Needs**

Summary of Needs

- How are we going to use technology to help us with fewer resources availiable to us because of our cutbacks?

Comprehensive Needs Assessment Summary of Priority Needs
Billy Ryan High School

Demographics:
How are we adjusting to the increase in our Hispanic population?
How are we adjusting to the increase in low social economic numbers?
Howe are we adjusting to the increase in student population?

School Culture and Climate:
How are we going to adjust to the change in Culture and Climate after we have sustained deep cuts to several programs.
Howe are we going to adjust to the loss of colleagues and maintain a good climate among staff members?

Curriculum, Instruction and Assessment:
How are the changes in our rating system going to effect how we view our data?

School Content and Organization:

Student Achievement:
How are we going to continue to assess or students achievement with fewer resources? Larger Class size will be an issue.
How are changes in accountablity standards going to change how we view student achievement?

Teacher Quality:
How are we going to replace teachers that are comprable to the ones we loose by looking at only internal candidates.
How are we going to maximize our current teacher's strengths?

Family and Community Involvement:
How are we going to continue grow our Family and Community Imvolvement?

Technology:
How are we going to use technology to help us with fewer resources availiable to us because of our cutbacks?

Board Summary
Campus Improvement Plans
2011-12

Billy Ryan High School

Wildy Important Goals for 2011-12
WIG 1: To facilitate and increase the academic achievement, four year completion, and passing rate on all state-mandated tests for all students, while maintaining a focus on subgroup and at risk populations. INCREASE COMPLETION RATES & TAKS SCORES TAKS & all state-mandated results
WIG 2: To facilitate the academic achievement, four year completion, and passing rate on all state-mandated tests for all students, while maintaining a focus on subgroup and at risk populations. MATHEMATICS TAKS & all state-mandated results
WIG 3: To facilitate the academic achievement, four year completion, and passing rate on all state-mandated tests for all students, while maintaining a focus on subgroup and at risk populations. SCIENCE TAKS & all state-mandated results
WIG 4: Monitor the Freshman Task Force Committee and assist them in planning and developing strategies to assist in the transition of current and incoming 9th grade students, and that will increase the promotion rate for 9th grade students and the four year completion rate. Four-Year Completion Rate & Freshman Repeaters

Campus Improvement Plan
Billy Ryan High School

WIG 1

To facilitate and increase the academic achievement, four year completion, and passing rate on all state-mandated tests for all students, while maintaining a focus on subgroup and at risk populations.

INCREASE COMPLETION RATES & TAKS SCORES
TAKS & all state-mandated results

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Employ early intervention strategies by counselors, APs, Diagnosticians & teachers for any students exhibiting at risk behaviors **Person(s) Responsible:** All Staff **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	AEIS Data, Grade Reports, PGPs, AWARE, RTI, Bonus Round Assessment, Attendance Record, Discipline Referrals, Schedule of Services (4B)	[ ]	[ ]		Number of Disciplinary Referrals, RTI Referrals, Decrease in Truant Students, Bonus Round Data, Teacher Tutorials	AEIS Completion Data, Repeaters Report	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Maintain continuous communication between staff and parents regarding students' progress **Person(s) Responsible:** All Staff **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Connection, Grade Reports, Campus Webpage, Teacher Webpage, District All Call System, PTSA Newsletter, Open House, Parent Orientation, Senior Parent Meetings, Facebook Fanpage	[ ]	[ ]		Parent Surveys, Increased Parent Participation, Increased Parent Volunteer Hours, Increased enrollment of Campus Facebook Fanpage	Record of Volunteer hours, Parent Contact Documentation, Increased Use of Webpage, Facebook Fanpage Enrollment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Involve Assistant Principals in the tracking and monitoring of student attendance and employ earlier interventions for truant students **Person(s) Responsible:** Assistant Principals, Attendance Officer **Completion Date:** Weekly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Attendance Records, Weekly Attendance Report, Student Health Records, Attendance Review Committee, Attendance Code Training, Implement Truancy Referral Document	[ ]	[ ]		Increased Daily Attendance, Decreased Truant Students, Accurate Attendance Coding	AEIS Completion Data, Increased ADA	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize Academic At Risk Liaison and Mentor Group Sponsors to evaluate progress of students who are at risk of failing TAKS and Core Area Courses, coordinate interventions for identified at risk students. **Person(s) Responsible:** Ruby Kovoor Academic At Risk Liaison (AARL), LEGACY Sponsor, STARS Sponsor, Mujeres Con Suenos Sponsor, Talent Search Coordinator **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	AWARE, GradeSpeed, Attendance Records, Rti Forms $35,325 (SCE)	[ ]	[X]	.75	AWARE Data, Grade Reports, Rti Data	AEIS Completion Data, Increase Completion Rate Among At-Risk Students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunities for Credit Recovery during school and after school, including alternate options for payment of credit recovery fees. **Person(s) Responsible:** Administration, Counselors, Dean of Instruction, Thursday Night and Saturday School Monitors, Credit Recovery Teachers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Odyssey, Thursday Night Monitors, Computer Lab, Saturday school, 9th Grade Monitors $16,000 (SCE)	[ ]	[X]		Multiple Opportunities to Recover Credits	Credit Recovery, Completion, Decrease in Repeaters	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor attendance of all students through period-by-period attendance, with established attendance reporting policies for teachers and phone calls to parents and involve assistant principals in the referral process **Person(s) Responsible:** Attendance Officer, Administration, Attendance Clerks, Truancy Personnel, Teachers **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District Calling System, Attendance Report	[ ]	[ ]		Daily Phone Calls to Parents by District Calling System, Consistent Use of Campus Attendance Reporting Procedures, Truancy Letters, Weekly Monitoring of Attendance Report, Monthly ARC Meetings, Universal Truancy Referral Document	PEIMS Attendance Report, Decrease in Truancy Rate, Increase in Completion Rate	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Reward and Recognize Students with Improved, Good, and Perfect Attendance **Person(s) Responsible:** Administration, Attendance Clerks, Attendance Officer **Completion Date:** Monthly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Attendance Incentives, Weekly Attendance Report, Parking Spots	[ ]	[ ]		Monthly Attendance Incentives, Decreased Truancy	PEIMS Attendance Report, Increased Student Attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase enrollment of minority and at-risk students in Pre-AP, AP, and Dual Credit classes **Person(s) Responsible:** Teachers, Testing Coordinator, Administration, Counselors **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	AP Potential Rosters, Grade Reports, Teacher Planning Time	[ ]	[ ]		Increased Opportunities for Minority and At-Risk Students to enroll in Pre-AP, AP, and Dual Credit courses, PGP, Parent Meetings	Increased Enrollment of Minority Students in Pre-AP, AP, and Dual Credit Courses, Participation in Parent Meetings	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Offer Affordable PSAT, SAT & ACT Prep course and Mocke Exams, with scholarships available to all students in need **Person(s) Responsible:** Counselors, Administration, Deal of Instruction, Testing Coordinator **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SAT On-line Course, Revolution Prep Courses, Mock SAT & ACT Exams, Webpage, Mail Outs	[ ]	[ ]		Opportunities for Students to Practice SAT & ACT Exams, Communication to Students and Parents about SAT & ACT Prep Opportunities	Improved PSAT, SAT & ACT Exam Results, Increase in College Readiness	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Billy Ryan High School

WIG 2

To facilitate the academic achievement, four year completion, and passing rate on all state-mandated tests for all students, while maintaining a focus on subgroup and at risk populations.

MATHEMATICS
TAKS & all state-mandated results

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administer Bonus Round Assessments in all Algebra I classes. **Person(s) Responsible:** All Staff **Completion Date:** 3 - 5 per academic year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Bonus Round Assessments	[ ]	[ ]		Bonus Round Assessment	Bonus Round Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct during school and after school TAKS remediation program for bubble students and students previously unsuccessful on Math TAKS, which will include individualized and small group settings. **Person(s) Responsible:** Department Head, Math Teachers, Administration, G-Force, SPED Teachers, ESL Teachers **Completion Date:** Spring Semester 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	AWARE, Tutors, TAKS Study Guides, Attendance Incentives, Study Island $12,615 (SCE)	[ ]	[X]		Grade Reports, Bonus Rounds, Teacher Referrals, Attendance in TAKS Remediation Sessions	TAKS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide mentor for students who were unsuccessful on Math TAKS exam. **Person(s) Responsible:** Testing Coordinator, Counselors, Teachers, Academic At-Risk Liaison,Administration, G-Force, Mentor Sponsors **Completion Date:** All year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	AWARE,Math TAKS Software, Teachers, Academic At-Risk Liaison	[ ]	[ ]		Successful 6 Week Grades, Success in Bonus Rounds, Attendance at Remediation Sessions, Participation in Mentor Group	TAKS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide Math Acceleration Course, within the school day, for students who failed TAKS Exit Level **Person(s) Responsible:** AARL, Teachers, Testing Coordinator, Administration **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TAKS Data and Remediation Materials, Academic At-Risk Liaison, Math Teacher, Study Island	[ ]	[ ]		Grade Reports, Course Enrollment, Study Island Log	TAKS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue trailer courses for Algebra I, Geometry, Math Models, & Algebra II in order to keep students on grade level. **Person(s) Responsible:** Teachers, Counselors, Administration, Dean of Instruction **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Grade Reports, AWARE,	[ ]	[ ]		Bonus Rounds, Grade Reports, Transcript, PGP	TAKS Results, EOC Results, Credits Earned	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide sheltered Algebra and Geometry ESL classes. **Person(s) Responsible:** ESL Teachers, Counselors, Administration **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	AWARE, Bonus Rounds, ELLC	[ ]	[ ]		Bonus Rounds, State Reports, Use of ELLC	TAKS Results, Math Credit Earned	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide inclusion classes in Algebra I, Geometry, Math Models, & Algebra II. **Person(s) Responsible:** Inclusion Teachers, Regular Education Teachers, Administration, Diagnosticians, Counselors **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	AWARE, Bonus Rounds, ARDs, Case Monitors, Schedule of Services (4B)	[ ]	[ ]		Bonus Rounds, Grade Reports, Schedule of Services Page (4B)	Grade Reports, TAKS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Implement Grade Level Math Courses with smaller class sizes **Person(s) Responsible:** Math Teachers, Counselors, Dean of Instruction **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Math Teachers, Grade Reports	[ ]	[ ]		Class Roster, PGP, Grade Reports	Grade Reports, TAKS Results, EOC Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Billy Ryan High School

WIG 3

To facilitate the academic achievement, four year completion, and passing rate on all state-mandated tests for all students, while maintaining a focus on subgroup and at risk populations.

SCIENCE
TAKS & all state-mandated results

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
For at least 40% of instructional time, students will prepare, conduct, and analyze field and laboratory investigations using safe, environmentally appropriate, and ethical scientific practices. **Person(s) Responsible:** Science Teachers, Administration, Department Head **Completion Date:** All year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Lab, Log Books, Lab Safety Equipment, Lab Supplies	[ ]	[ ]		Student Participation, Teacher Lesson Plans, Grade Reports	TAKS Results, EOC Results, Grade Reports	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct during school and after school TAKS remediation program for bubble students and students previously unsuccessful on Science TAKS, which will include individualized and small group settings. **Person(s) Responsible:** Department Head, Counselors, Science Teachers, ESL Teachers, SPED Teachers, Administration **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	AWARE, Tutors, TAKS Study Guides, Attendance Incentives, Study Island $12,615 (SCE)	[ ]	[X]		Grade Reports, Bonus Rounds, Teacher Referrals, Attendance in TAKS Remediation Sessions	TAKS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide mentor for students who were unsuccessful on Science TAKS exam. **Person(s) Responsible:** Testing Coordinator, Counselors, Administration, G-Force, Academic At-Risk Liaison, Sponsors of Mentor Groups **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	AWARE, Teachers, Bonus Round, Academic At-Risk Liaison, Mentors	[ ]	[ ]		Successful Progress in Class, Bonus Rounds, Attendance at Tutorials, Participation in Mentor Group	TAKS Results, Grade Reports	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor students within a 4 question window of either passing or failing a previous Science TAKS test. **Person(s) Responsible:** AARL, Teachers, Testing Coordinator, Administration **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	AWARE, Bonus Rounds, Academic At-Risk Liaison	[ ]	[ ]		Bonus Rounds, Grade Reports	TAKS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide sheltered Biology, Chemistry, and Physics ESL classes. **Person(s) Responsible:** ESL Teachers, Counselors, Administration **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	AWARE, Bonus Rounds, ELLC	[ ]	[ ]		Bonus Rounds, Grade Reports, Use of ELLC	TAKS Results, EOC Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administer Bonus Round Assessments in all Chemistry, Biology, & Physics classes. **Person(s) Responsible:** All Staff **Completion Date:** 3 - 5 per academic year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Bonus Round Assessments	[ ]	[ ]		Bonus Round Assessments	Bonus Round Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide inclusion classes in Chemistry, Biology, & Physics. **Person(s) Responsible:** Inclusion Teachers, Regular Education Teachers, Administration, Counselors **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	AWARE, ARDs, Bonus Rounds, Case Monitors, Schedule of Services (4B)	[ ]	[ ]		Bonus Rounds, Grade Reports, Schedule of Services Page (4B)	TAKS Results, EOC Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide Science Acceleration Course, within the school day, for students who failed Science TAKS Exit Level **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TAKS Data and Remediation Materials, Academic At-Risk Liaison, Science Teachers, Study Island	[ ]	[ ]		Grade Reports, Course Enrollment, Study Island Log	TAKS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Billy Ryan High School

WIG 4

Monitor the Freshman Task Force Committee and assist them in planning and developing strategies to assist in the transition of current and incoming 9th grade students, and that will increase the promotion rate for 9th grade students and the four year completion rate.

Four-Year Completion Rate & Freshman Repeaters

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Utilize Counseling staff to present and implement Path to Scholarship program with 9th grade students. **Person(s) Responsible:** Counselors, Administration, Path to Scholarship Facilitators **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Webpage, Cyber Storage Space, Zone Time	[ ]	[ ]		9th Grade Portfolios, Path to Scholarship Presentation to 9th Grade Students	Completed 1st Year Portfolio	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop and implement the Raider Success Academy program for incoming 9th graders who were not successful on the Math and/or ELA 8th Grade TAKS test to provide acceleration in Math and Reading. **Person(s) Responsible:** Counselors, Administration, Teachers, Dean of Instruction, Administrative Intern **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	AWARE, TAKS Results, Raider Success Teachers, Collaborative Time, Strategies for accelerated learning (purchased with local funds reservered for Jump Start Program), Case Monitor	[ ]	[ ]		Successful Participation and Progress in the Raider Success Academy Program, Passing Grades	EOCResults, Grade Report, Earned Credits, Increased Promotion Rate	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor RHS On Track program to maximize opportunities for students to re-learn curriculum and remain on track to graduate in 4 years, within and outside of the school day. **Person(s) Responsible:** Dean of Instruction, Counselors, On Track Facilitators, Teachers **Completion Date:** All Year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Odyssey Software, On Track Teachers, Computer Lab	[ ]	[ ]		Progress in the On-Track Program, Grade Reports	Increase in Promotion Rate, Earned Credits	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to implement strategies that will ease the transition from 8th to 9th grade, including the Freshman 1st Day. **Person(s) Responsible:** Counselors, Administration, STUCO, 9th Grade Task Force Committee, Freshman First Day Teachers. **Completion Date:** August 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Collaborative Time, Webpage, Mail outs, 9th Grade Task Force Committee, Survey	[ ]	[ ]		Freshman 1st Day, Grade Reports	Increased Attendance at Freshman 1st Day, Increased 9th Grade Promotion Rate, 9th Grade Task Force Committee, Positive Survey Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Create Professional Learning Communities in all core area courses and provide time, during the school day, for collaboration particularly with at risk students **Person(s) Responsible:** Department Chairs, PLC Chairs, Administration, Dean of Instruction **Completion Date:** Bi-Monthly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Common Planning Time, Staff Development for PLC's, Books for Book Study Groups $5000.00 (SCE)	[ ]	[X]		Master Schedule, Bi-Monthly Meetings, Review and Use of Campus Date, Attendance at Staff Development	Aligned Curriculum, Increased Promotion Rate (Grade 9 to 10),	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Billy Ryan High School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region Xl workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Liliana Ricardez
2) Classroom Teacher	Karen Guenther
3) Classroom Teacher	Erin Hallman
4) Classroom Teacher	Candra Rogers
5) Classroom Teacher	Ronnie Watkins
6) Classroom Teacher	Michael Pentecost
7) Campus-based Nonteaching Professional	David Summar
8) Campus-based Paraprofessional and Operations Staff	Shannon Gulley
9) District-level Professional	Maria Dudash
10) Parent	Teresa Lynn
11) Parent	
12) Community Member	Daniel Cruz Sr.
13) Community Member	Lucas McCullom
14) Business Representative	Jerry Seay
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	08/11/2011	11:15 am	The Conference Room
2	09/08/2011	8:00 am	The Conference Room
3	9//14/2011	4:30 pm	The Conference Room
4	10/19/11	4:30 pm	The Conference Room
5	11/16/11	4:30 pm	The Conference Room
6	12/14/11	4:30 pm	The Conference Room
7	1/18/12	4:30 pm	The Conference Room
8	2/15/12	4:30 pm	The Conference Room
9	3/14/12	4:30 pm	The Conference Room
10	4/18/12	4:30 pm	The Conference Room
11	5/16/12	4:30 pm	The Conference Room

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: FRED MOORE H S

Campus #: 061901039

2011 Accountability Rating: AEA: Academically Acceptable

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Social Studies

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard ^ Grade 11															
Eng Lang Arts	2011	94%	96%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	93%	95%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	90%	89%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	88%	89%	-	*	*	*	*	*	*	*	*	*	*	*
Science	2011	90%	90%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	90%	90%	-	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2011	98%	98%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	97%	98%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	84%	85%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	81%	83%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	90%	93%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
Mathematics	2011	84%	88%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	84%	88%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
Science	2011	83%	84%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	82%	86%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
Soc Studies	2011	95%	96%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	94%	96%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
All Tests	2011	76%	81%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	76%	81%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	32%	38%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	29%	32%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	28%	31%	-	*	*	*	*	*	*	*	*	*	*	*
Science	2011	30%	33%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	28%	30%	-	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2011	47%	51%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	45%	51%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	16%	19%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	15%	17%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Progress (Sum of All Grades Tested) (AEA Indicator)															
	2011	75%	*	-	> 99%	*	> 99%	> 99%	*	*	*	*	*	> 99%	*
	2010	75%	*	-	92%	*	96%	89%	*	n/a	n/a	n/a	*	89%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2010-11 Campus Performance

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	-	100.0%	-	*	*	-	-	-	-	*	100.0%	*
By Test Version														
TAKS (1 or more)	91.0%	91.6%	-	100.0%	-	*	*	-	-	-	-	*	100.0%	*
Not on TAKS	7.6%	7.6%	-	0.0%	-	*	*	-	-	-	-	*	0.0%	*
TAKS(Acc) Only	2.4%	2.1%	-	0.0%	-	*	*	-	-	-	-	*	0.0%	*
TAKS-M Only	3.1%	3.4%	-	0.0%	-	*	*	-	-	-	-	*	0.0%	*
TAKS-Alt Only	0.9%	0.7%	-	0.0%	-	*	*	-	-	-	-	*	0.0%	*
Combination	1.3%	1.4%	-	0.0%	-	*	*	-	-	-	-	*	0.0%	*
By Acct Status														
Acct System	94.0%	95.7%	-	28.6%	-	*	*	-	-	-	-	*	20.0%	*
Non-Acct System	4.6%	3.5%	-	71.4%	-	*	*	-	-	-	-	*	80.0%	*
Mobile	4.6%	3.5%	-	71.4%	-	*	*	-	-	-	-	*	80.0%	*
Non-Acct Test	0.0%	0.0%	-	0.0%	-	*	*	-	-	-	-	*	0.0%	*
Not Tested	1.4%	0.8%	-	0.0%	-	*	*	-	-	-	-	*	0.0%	*
Absent	0.1%	0.1%	-	0.0%	-	*	*	-	-	-	-	*	0.0%	*
LEP Exempt	0.9%	0.5%	-	0.0%	-	*	*	-	-	-	-	*	0.0%	*
Other	0.4%	0.2%	-	0.0%	-	*	*	-	-	-	-	*	0.0%	*
Total Count	3,231,780	15,537	-	7	0	4	3	0	0	0	0	1	5	1
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	-	100.0%	*	100.0%	100.0%	*	-	-	-	-	100.0%	-
By Test Version														
TAKS (1 or more)	90.8%	91.4%	-	100.0%	*	100.0%	100.0%	*	-	-	-	-	100.0%	-
Not on TAKS	7.8%	7.7%	-	0.0%	*	0.0%	0.0%	*	-	-	-	-	0.0%	-
TAKS(Acc) Only	2.3%	1.8%	-	0.0%	*	0.0%	0.0%	*	-	-	-	-	0.0%	-
TAKS-M Only	3.3%	3.8%	-	0.0%	*	0.0%	0.0%	*	-	-	-	-	0.0%	-
TAKS-Alt Only	0.8%	0.7%	-	0.0%	*	0.0%	0.0%	*	-	-	-	-	0.0%	-
Combination	1.3%	1.3%	-	0.0%	*	0.0%	0.0%	*	-	-	-	-	0.0%	-
By Acct Status														
Acct System	90.0%	91.0%	-	25.0%	*	16.7%	14.3%	*	-	-	-	-	30.8%	-
Non-Acct System	8.6%	8.1%	-	75.0%	*	83.3%	85.7%	*	-	-	-	-	69.2%	-
Mobile	4.4%	3.6%	-	75.0%	*	83.3%	85.7%	*	-	-	-	-	69.2%	-
Non-Acct Test	4.2%	4.5%	-	0.0%	*	0.0%	0.0%	*	-	-	-	-	0.0%	-
Not Tested	1.4%	0.9%	-	0.0%	*	0.0%	0.0%	*	-	-	-	-	0.0%	-
Absent	0.1%	0.1%	-	0.0%	*	0.0%	0.0%	*	-	-	-	-	0.0%	-
LEP Exempt	0.9%	0.6%	-	0.0%	*	0.0%	0.0%	*	-	-	-	-	0.0%	-
Other	0.4%	0.2%	-	0.0%	*	0.0%	0.0%	*	-	-	-	-	0.0%	-
Total Count	3,175,337	14,816	-	16	2	6	7	1	0	0	0	0	13	0
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA 2011	47%	53%	-	*	*	*	*	*	*	*	*	*	*	*
2010	50%	53%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2011	42%	43%	-	*	*	*	*	*	*	*	*	*	*	*
2010	45%	52%	-	*	*	*	*	*	*	*	*	*	*	*

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate @															
2009-10		95.5%	95.9%	-	78.4%	*	77.8%	81.9%	-	-	-	*	*	78.2%	*
2008-09		95.6%	95.9%	-	80.5%	*	79.3%	83.2%	*	n/a	n/a	n/a	*	78.0%	*
Annual Dropout Rate (Gr 7-12) @ (AEA Indicator)															
2009-10		1.7%	0.3%	-	6.6%	0.0%	11.1%	3.0%	-	-	-	*	*	9.1%	*
2008-09		2.0%	0.5%	-	5.5%	11.1%	3.0%	6.9%	*	n/a	n/a	n/a	*	0.0%	*
4-Year Completion Rate (Gr 9-12) @ Class of 2010															
Graduated		84.3%	94.0%	-	33.3%	*	13.3%	55.6%	-	n/a	n/a	n/a	*	42.9%	-
Received GED		1.3%	0.1%	-	0.0%	*	0.0%	0.0%	-	n/a	n/a	n/a	*	0.0%	-
Continued HS		7.2%	4.8%	-	55.6%	*	66.7%	44.4%	-	n/a	n/a	n/a	*	42.9%	-
Dropped Out		7.3%	1.2%	-	11.1%	*	20.0%	0.0%	-	n/a	n/a	n/a	*	14.3%	-
Completion Rate II (Graduates, Continuers, and GED) @ (AEA Indicator)															
Class of 2010		92.7%	98.8%	-	88.9%	*	80.0%	100.0%	-	n/a	n/a	n/a	*	85.7%	-
COLLEGE READINESS INDICATORS															
Advanced Course/Dual Enrollment Completion @															
2009-10		26.3%	31.1%	-	13.8%	*	10.0%	13.3%	-	-	-	*	*	17.2%	*
2008-09		24.6%	27.7%	-	37.5%	66.7%	28.0%	37.5%	-	n/a	n/a	n/a	*	44.4%	*
RHSP/DAP Graduates @															
Class of 2010		82.7%	86.4%	-	33.3%	*	42.9%	30.8%	-	-	-	*	-	16.7%	*
Class of 2009		82.5%	86.2%	-	38.5%	40.0%	50.0%	35.7%	-	n/a	n/a	n/a	-	*	*
AP/IB Results @															
Tested	2010	22.7%	37.3%	-	0.0%	*	0.0%	0.0%	-	-	-	*	n/a	n/a	n/a
	2009	21.2%	38.7%	-	0.0%	*	0.0%	0.0%	-	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion	2010	50.8%	43.0%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
	2009	51.2%	39.5%	-	-	-	-	-	-	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion	2010	46.7%	31.8%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
	2009	47.4%	27.3%	-	-	-	-	-	-	n/a	n/a	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) – Higher Education Readiness Component															
Eng Lang Arts	2011	66%	72%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	60%	62%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	69%	66%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	66%	66%	-	*	*	*	*	*	*	*	*	*	*	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
SAT/ACT Results @														
Tested														
Class of 2010	62.6%	61.6%	-	3.3%	*	7.1%	0.0%	-	-	-	*	n/a	n/a	n/a
Class of 2009	61.5%	58.4%	-	3.8%	0.0%	0.0%	7.1%	-	n/a	n/a	n/a	n/a	n/a	n/a
At/Above Criterion														
Class of 2010	26.9%	32.9%	-	*	-	*	-	-	-	-	-	n/a	n/a	n/a
Class of 2009	26.9%	29.8%	-	*	-	-	*	-	n/a	n/a	n/a	n/a	n/a	n/a
Average SAT Score														
Class of 2010	985	1026	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
Class of 2009	985	1012	-	*	-	-	*	-	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT Score														
Class of 2010	20.5	21.1	-	*	-	*	-	-	-	-	-	n/a	n/a	n/a
Class of 2009	20.5	20.8	-	-	-	-	-	-	n/a	n/a	n/a	n/a	n/a	n/a
College-Ready Graduates @														
Eng Lang Arts														
Class of 2010	66%	67%	-	50%	*	*	*	*	*	*	*	*	*	*
Class of 2009	62%	61%	-	67%	*	*	*	*	n/a	n/a	n/a	*	*	*
Mathematics														
Class of 2010	64%	67%	-	17%	*	*	*	*	*	*	*	*	*	*
Class of 2009	60%	59%	-	43%	*	*	*	*	n/a	n/a	n/a	*	*	*
Both Subjects														
Class of 2010	52%	54%	-	< 1%	*	*	*	*	*	*	*	*	*	*
Class of 2009	47%	46%	-	33%	*	*	*	*	n/a	n/a	n/a	*	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		34	100.0%	-	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	-	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	-	3.0%	4.5%
	Kindergarten	0	0.0%	-	8.5%	7.6%
	Grade 1	0	0.0%	-	8.5%	7.9%
	Grade 2	0	0.0%	-	8.8%	7.7%
	Grade 3	0	0.0%	-	8.5%	7.6%
	Grade 4	0	0.0%	-	7.9%	7.6%
	Grade 5	0	0.0%	-	7.9%	7.6%
	Grade 6	0	0.0%	-	7.2%	7.4%
	Grade 7	0	0.0%	-	7.1%	7.3%
	Grade 8	0	0.0%	-	7.1%	7.2%
	Grade 9	0	0.0%	-	7.5%	7.9%
	Grade 10	2	5.9%	-	6.4%	7.0%
	Grade 11	13	38.2%	-	5.7%	6.4%
	Grade 12	19	55.9%	-	5.5%	5.9%
Ethnic Distribution:	African American	2	5.9%	-	11.6%	12.9%
	Hispanic	21	61.8%	-	30.8%	50.3%
	White	11	32.4%	-	52.9%	31.2%
	Native American	0	0.0%	-	0.9%	0.5%
	Asian	0	0.0%	-	2.6%	3.4%
	Pacific Islander	0	0.0%	-	0.1%	0.1%
	Two or More Races	0	0.0%	-	1.2%	1.6%
Economically Disadvantaged		20	58.8%	-	41.5%	59.2%
Limited English Proficient (LEP)		2	5.9%	-	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		0	0.0%	-	1.3%	1.9%
At-Risk		32	94.1%	-	35.1%	46.3%
Mobility (2009-10)		57	75.0%	-	17.1%	18.2%
Number of Students per Teacher		5.7	n/a	-	13.0	14.7

STUDENT INFORMATION

Graduates (Class of 2010):	Campus Count	Campus Percent	Campus Group	District	State
Total Graduates	30	100.0%	-	1,146	280,520
By Ethnicity (incl. Special Ed.):					
African American	2	6.7%	-	145	36,988
Hispanic	14	46.7%	-	327	119,365
White	13	43.3%	-	619	108,577
American Indian	0	0.0%	-	10	1,452
Asian	0	0.0%	-	29	9,967
Pacific Islander	0	0.0%	-	0	363
Two or More Races	1	3.3%	-	16	3,808
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	20	66.7%	-	156	48,391
Recommended H.S. Pgm./DAP	10	33.3%	-	990	232,129
Special Education Graduates	0	0.0%	-	99	25,537

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.8	19.0
	Grade 1	-	-	18.9	18.9
	Grade 2	-	-	18.8	18.8
	Grade 3	-	-	19.1	18.8
	Grade 4	-	-	20.3	19.0
	Grade 5	-	-	21.9	21.4
	Grade 6	-	-	20.9	20.7
	Mixed Grades	-	-	19.2	23.9
Secondary:	English/Language Arts	10.3	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	10.3	-	19.4	17.9
	Science	9.0	-	22.9	19.0
	Social Studies	6.0	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	9.7	100.0%	-	100.0%	100.0%
Professional Staff:	9.7	100.0%	-	72.3%	63.4%
Teachers	6.0	61.5%	-	56.2%	50.5%
Professional Support	2.8	28.2%	-	12.8%	9.0%
Campus Admin. (School Leader.)	1.0	10.3%	-	2.7%	2.8%
Educational Aides:	0.0	0.0%	-	7.9%	9.5%
Total Minority Staff:	5.0	51.3%	-	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	1.0	16.7%	-	6.5%	9.3%
Hispanic	1.0	16.7%	-	11.7%	23.7%
White	4.0	66.7%	-	78.4%	63.9%
American Indian	0.0	0.0%	-	0.8%	0.4%
Asian	0.0	0.0%	-	0.4%	1.3%
Pacific Islander	0.0	0.0%	-	0.1%	0.1%
Two or More Races	0.0	0.0%	-	2.1%	1.3%
Males	0.0	0.0%	-	24.0%	23.2%
Females	6.0	100.0%	-	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	16.7%	-	4.8%	6.0%
1-5 Years Experience	0.0	0.0%	-	31.8%	30.0%
6-10 Years Experience	1.0	16.7%	-	22.7%	21.1%
11-20 Years Experience	2.0	33.3%	-	25.5%	25.0%
0ver 20 Years Experience	2.0	33.3%	-	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	14.3 yrs.	- yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	11.5 yrs.	- yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,600	-	$45,521	$41,272
1-5 Years Experience	-	-	$47,448	$44,013
6-10 Years Experience	$47,200	-	$48,287	$46,604
11-20 Years Experience	$52,705	-	$51,852	$50,476
Over 20 Years Experience	$62,310	-	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$53,972	-	$51,120	$48,638
Professional Support	$52,884	-	$55,177	$57,045
Campus Administration (School Leadership)	$95,195	-	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	-	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$827,429	100.0%	$20,181	$829,257	100.0%	$20,226	-	-	-
Instruction (11,95)	$444,376	53.7%	$10,838	$446,130	53.8%	$10,881	-	-	-
Instructional-Related Services (12,13)	$14,764	1.8%	$360	$14,764	1.8%	$360	-	-	-
Instructional Leadership (21)	$4,529	0.5%	$110	$4,529	0.5%	$110	-	-	-
School Leadership (23)	$161,004	19.5%	$3,927	$161,092	19.4%	$3,929	-	-	-
Support Services-Student (31,32,33)	$99,698	12.0%	$2,432	$99,698	12.0%	$2,432	-	-	-
Other Campus Costs (35,36,51,52,53)	$103,058	12.5%	$2,514	$103,044	12.4%	$2,513	-	-	-
By Program:									
Total Operating Expenditures	$724,371	100.0%	$17,668	$725,914	100.0%	$17,705	-	-	-
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Accelerated Education (24,30)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Gifted & Talented Education (21)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Regular Education (11)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Special Education (23)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Other (26,28,29)	$724,371	100.0%	$17,668	$725,914	100.0%	$17,705	-	-	-

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	2	5.9%	-	14.3%	16.2%
Career & Technical Education	8	23.5%	-	16.7%	21.0%
Gifted & Talented Education	0	0.0%	-	8.7%	7.7%
Special Education	0	0.0%	-	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	-	7.1%	5.5%
Career & Technical Education	0.0	0.0%	-	3.6%	4.0%
Compensatory Education	6.0	100.0%	-	5.0%	2.9%
Gifted & Talented Education	0.0	0.0%	-	1.7%	1.9%
Regular Education	0.0	0.0%	-	68.0%	73.4%
Special Education	0.0	0.0%	-	12.0%	9.1%
Other	0.0	0.0%	-	2.6%	3.2%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

2011-12
Campus Improvement Plan
for
Fred Moore High School

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Fred Moore High School's Mission Statement

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Fred Moore High School Campus Improvement Plan
High School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
9	All								
9	AA								
9	Hispanic								
9	White								
9	Eco. Dis.								
9	SPED								
9	LEP C								
9	LEP M1								
9	LEP M2								
10	All	2			2				
10	AA	0			0				
10	Hispanic	1			1				
10	White	1			1				
10	Eco. Dis.	2			2				
10	SPED	0			0				
10	LEP C	0			1				
10	LEP M1								
10	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
11	All	9	78	0	5	100	40		
11	AA	2			0				
11	Hispanic	4			3				
11	White	3			2				
11	Eco. Dis.	7	71	0	3				
11	SPED	0			1				
11	LEP C	0			0				
11	LEP M1								
11	LEP M2								

Fred Moore High School Campus Improvement Plan
High School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
9	All								
9	AA								
9	Hispanic								
9	White								
9	Eco. Dis.								
9	SPED								
9	LEP C								
9	LEP M1								
9	LEP M2								
10	All	3			2				
10	AA	0			0				
10	Hispanic	1			1				
10	White	2			1				
10	Eco. Dis.	2			2				
10	SPED	0			0				
10	LEP C	0			1				
10	LEP M1								
10	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
11	All	9	56	11	3				
11	AA	1			0				
11	Hispanic	4			2				
11	White	4			1				
11	Eco. Dis.	8	50	0	2				
11	SPED	0			0				
11	LEP C	0			0				
11	LEP M1								
11	LEP M2								

Fred Moore High School Campus Improvement Plan
High School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
10	All	3			2				
10	AA	0			0				
10	Hispanic	1			1				
10	White	2			1				
10	Eco. Dis.	2			2				
10	SPED	0			0				
10	LEP C	0			1				
10	LEP M1								
10	LEP M2								
11	All	10	90	0	2				
11	AA	1			0				
11	Hispanic	5	80	0	2				
11	White	4			0				
11	Eco. Dis.	9	89	0	2				
11	SPED	0			0				
11	LEP C	0			0				
11	LEP M1								
11	LEP M2								

Fred Moore High School Campus Improvement Plan
High School-Level Performance Data

Social Studies

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
10	All	3			1				
10	AA	0			0				
10	Hispanic	1			1				
10	White	2			0				
10	Eco. Dis.	2			1				
10	SPED	0			0				
10	LEP C	0			1				
10	LEP M1								
10	LEP M2								
11	All	10	90	20	3				
11	AA	1			0				
11	Hispanic	5	80	0	3				
11	White	4			0				
11	Eco. Dis.	9	89	11	3				
11	SPED	0			1				
11	LEP C	0			0				
11	LEP M1								
11	LEP M2								

Fred Moore High School Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Fred Moore High School conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Teacher student ratio is low

Needs

- We are not serving enough students
- Decreasing student population
- We have a negative image
- Takes too long to earn credits which impact low number of credits earned
- Decrease in African-American students and an increase in Hispanic students
- Increade in economically disadvantage students
- Poor attendance

Summary of Needs

- We need to explore "why" we are not getting the numbers
- We need to develop another avenue to lure students to Fred Moore
- How can we change our image to a positive
- What fast track programs (computer-based or classroom based) can we use
- We need to increase attendance percentage which will help increase student performance

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- TAKS performance
- Credits earned is consistent with prior years per average
- Students working diligently at home do well at school

Needs

- More credits
- TAKS/EOC prep

Summary of Needs

- We need increase the per student credits earned per year
- Increase the percentage passing the TAKS test
- Start gathering data in preparation for EOC testing

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Students feel comfortable and accepted
- Small number of major discipline issues

Needs

- Lack of staff meetings
- Lack of some teachers commitment to the alternative school philosophy
- Lack of group advisories
- Personal feeling interfere with the mission of the school
- Discipline issues in classroom

Summary of Needs

- Leadership need to establish more meetings
- Teachers need to adapt their classes to meet the needs of alternative students
- Leadership needs to have more group advisories
- Staff needs to atend a team building staff development
- Get parents involved at the onset of discipline concerns (not working; poor attendance;lack of credits; talking excessively)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- All teachers are "Highly Qualified" by NCLB standards
- District provided staff development

Needs

- At-risk staff development
- Lack of data driven staff development

Summary of Needs

- We will utilize the Rti training in distrct and Region XI
- There is a very strong need to visit other alternative campuses to see how they have adapted their curriculum to meet alternative student's needs

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- We use a "green folder" to keep students updated on credits earned and needed
- Instuctional design and delivery

Needs

- Lesson plans
- Presentation and discussion
- Less reliance on worksheets and bookwork

Summary of Needs

- Have teachers to submit lesson plans regularly to reflect TEKS, TAKS, etc.
- Have teachers to incorporate (non packet material) advanced critical thinking materials for classroom presentation
- Next year PDAS works against the "total packet" format and more toward rigor - higher order thinking
- Leadership will need to take a more active role in classroom curriculum - in the past I have had a total hands off approach

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Excellent adoptors support
- Positive teen parenting program

Needs

- Very little parental involvement
- low school parental contact

Summary of Needs

- Create a more inviting atmosphere or more meaningful activities
- Have teachers to contact parents concerning students academic performance - good or bad

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Excellent distrct support
- Strong District support at our graduations
- Staff has freedom to design their own curriculum
- We have very few policies specific for our campus - mostly district-based
- Teachers decide what assessments are used to evaluate individual students

Needs

- Some teachers choose not to participate in decision making

Summary of Needs

- Teachers can bring very valuable ideas in implementing school policies and decision making

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Computers in every classsroom
- Some staff intergrate technology into their lessons and class
- Odysseyware is an online support for our students who have failed a course(s)

Needs

- Some staff member do not use technology in lessons

Summary of Needs

- We will have to incorporate a strong use of technology in the classroom next year to satisfy part of PDAS
- Teachers will need to visit other alternative schools or staff developments that demonstrate the use of technology throughout the lessons

Comprehensive Needs Assessment Summary of Priority Needs

Demographics:
We need to explore "why" we are not getting the numbers
We need to develop another avenue to lure students to Fred Moore
How can we change our image to a positive
What fast track programs (computer-based or classroom based) can we use
We need to increase attendance percentage which will help increase student performance

Student Achievement:
We need increase the per student credits earned per year
Increase the percentage passing the TAKS test
Start gathering data in preparation for EOC testing

School Culture and Climate:
Leadership need to establish more meetings
Teachers need to adapt their classes to meet the needs of alternative students
Leadership needs to have more group advisories
Staff needs to atend a team building staff development
Get parents involved at the onset of discipline concerns (not working; poor attendance;lack of credits; talking excessively)

Teacher Quality:
We will utilize the Rti training in distrct and Region XI
There is a very strong need to visit other alternative campuses to see how they have adapted their curriculum to meet alternative student's needs

Curriculum, Instruction and Assessment:
Have teachers to submit lesson plans regularly to reflect TEKS, TAKS, etc.
Have teachers to incorporate (non packet material) advanced critical thinking materials for classroom presentation
Next year PDAS works against the "total packet" format and more toward rigor - higher order thinking
Leadership will need to take a more active role in classroom curriculum - in the past I have had a total hands off approach

Family and Community Involvement:
Create a more inviting atmosphere or more meaningful activities
Have teachers to contact parents concerning students academic performance - good or bad

School Content and Organization:
Teachers can bring very valuable ideas in implementing school policies and decision making

Technology:
We will have to incorporate a strong use of technology in the classroom next year to satisfy part of PDAS
Teachers will need to visit other alternative schools or staff developments that demonstrate the use of technology throughout the lessons

Board Summary
Campus Improvement Plans
2011-12

Fred Moore High School

Wildy Important Goals for 2011-12
WIG 1: We will provide a campus that will continue to serve all at-risk populations through increased enrollment. To increase the population and maintain a challenging number of students on campus throughout the year.
WIG 2: Create a supportive, safe environment committed to providing a quality education for all students in our Accellerated Education Program. Provide at-risk students the opportunity to graduate (fill in the gaps to meet the needs of previously unsuccessful students).
WIG 3: Provide a Ninth Grade Intervention Program on our campus for students at-risk of dropping out at DHS, GHS, and RHS. Students will progress to the next grade level if not higher.

Campus Improvement Plan
Fred Moore High School

WIG 1

We will provide a campus that will continue to serve all at-risk populations through increased enrollment.
To increase the population and maintain a challenging number of students on campus throughout the year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Increase number of students by 5% each six weeks. **Person(s) Responsible:** Principal, Staff **Completion Date:** Each Six Weeks **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Other Campuses, Advertisements, Etc.	[ ]	[ ]		Number of Students Enrolled	Servicing more students in need of Accelerated Educational Methods	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Work in conjuction with Davis School to help transition certain students back to their home campus. **Person(s) Responsible:** Principal's at Davis, FMHS **Completion Date:** Each Six Weeks **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus Principal's; (Davis, DHS, RHS, GHS), Counselors (FMHS, Davis)	[ ]	[ ]		Transferring Students to FMHS directly from Davis School	Increase Enrollment at FMHS and Improve Student Transition to Home Campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Advertising our school through various means. **Person(s) Responsible:** Principal; Staff **Completion Date:** Each Semester **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Newspaper Ads, Bumper Stickers, T-Shirts, Web Pages	[ ]	[ ]		Displaying of FMHS on Advertisement	Increased Student Enrollment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide a student to staff ratio that encourages personal interaction and accountability **Person(s) Responsible:** Principal **Completion Date:** Each Six Weeks **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff $509,696	[ ]	[X]	10	Balanced Classes	1:15 Student Ratio	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Fred Moore High School

WIG 2

Create a supportive, safe environment committed to providing a quality education for all students in our Accellerated Education Program.
Provide at-risk students the opportunity to graduate (fill in the gaps to meet the needs of previously unsuccessful students).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teachers will use Best Practices as a model for continual course improvement. **Person(s) Responsible:** Principal, Staff **Completion Date:** Each Six Weeks **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Classroom Teachers, Staff Developments	[ ]	[ ]		Syllabi, Anchor Walks	Earned Credits, Graduates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Celebration of aggregate course completions. **Person(s) Responsible:** Principal, Counselor **Completion Date:** Tri-Weekly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Local Businesses Coupons as Incentives	[ ]	[ ]		Group Advisory	Number of Credits Earned	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide a student to staff ratio that encourages personal interaction and accountability **Person(s) Responsible:** Principal, Staff **Completion Date:** Each Six Weeks **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Principal, Staff	[ ]	[ ]		Balanced Classes as Courses Dictate	1:15 Student to Teacher Ratio	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide all students with a syllabus for each indiviual class with expected completion deadlines. **Person(s) Responsible:** Teachers **Completion Date:** Weekly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Teachers	[ ]	[ ]		Course Timeline/Goals	Number of Credits Earned	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Maintain an effective Campus Leadership Team **Person(s) Responsible:** Principal **Completion Date:** Monthly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Principal; Staff, District, Community, Local Businesses, Etc.	[ ]	[ ]		Diverse Members	CLT Feedback	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide students time to remediate through computer-based software **Person(s) Responsible:** Counselor **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor	[ ]	[ ]		Course Schedule	Credits Earned	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Develop and maintain violence prevention and intervention plan for total school safety. **Person(s) Responsible:** Principal, Counselor **Completion Date:** Principal **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Principal, Staff	[ ]	[ ]		District and State Guidelines	Staff, Students, and Others Feedback	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will maintain a "Green Folder" containing a current transcript of completed courses. **Person(s) Responsible:** Counselor **Completion Date:** Daily **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor; Advising Teachers	[ ]	[ ]		Current Student's transcript	Overall Progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide Campus-Based Instruction at FMHS for post-partum students enrolled on their home campus **Person(s) Responsible:** Teen Parent Coordinator **Completion Date:** Each Six-Weeks **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Teen Parent Coordinator, Homebound Teacher	[ ]	[ ]		Number of Pregnant Students	Students' Progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Fred Moore High School

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS- Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region Xl workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Judith Barnes
2) Classroom Teacher	
3) Classroom Teacher	Karla Cunningham
4) Classroom Teacher	Kristin Hill
5) Classroom Teacher	
6) Classroom Teacher	Melinda Schultz
7) Campus-based Nonteaching Professional	Pat Jolly
8) Campus-based Paraprofessional and Operations Staff	Linda Mankoff
9) District-level Professional	Barb Haflich
10) Parent	Hilda Montemayor
11) Parent	
12) Community Member	Calvin Evans
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	9/2011	4:00 PM	FMHS
2	10/2011	4:00 PM	FMHS
3	11/2011	4:00 PM	FMHS
4	12/2011	4:00 PM	FMHS
5	1/2012	4:00 PM	FMHS
6	2/2012	4:00 PM	FMHS
7	3/2012	4:00 PM	FMHS
8	4/2012	4:00 PM	FMHS
9	5/2012	4:00 PM	FMHS
10			
11			
12			

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: LESTER DAVIS

Campus #: 061901005

2011 Accountability Rating: Not Rated: Other

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate @														
2009-10	95.5%	95.9%	-	82.9%	82.9%	80.4%	85.5%	*	-	-	*	79.9%	81.1%	81.6%
2008-09	95.6%	95.9%	-	81.8%	81.6%	80.6%	84.2%	-	n/a	n/a	n/a	80.1%	81.3%	86.6%
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)														
2009-10	0.2%	0.3%	-	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2008-09	0.3%	0.2%	-	0.0%	0.0%	0.0%	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12) @														
2009-10	2.4%	0.3%	-	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2008-09	2.9%	0.7%	-	0.0%	0.0%	0.0%	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	0.0%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion @														
2009-10	26.3%	31.1%	-	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2008-09	24.6%	27.7%	-	0.0%	0.0%	0.0%	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	0.0%
AP/IB Results @														
Tested														
2010	22.7%	37.3%	-	0.0%	*	*	*	-	-	-	*	n/a	n/a	n/a
2009	21.2%	38.7%	-	0.0%	*	*	*	-	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2010	50.8%	43.0%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2009	51.2%	39.5%	-	-	-	-	-	-	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion														
2010	46.7%	31.8%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2009	47.4%	27.3%	-	-	-	-	-	-	n/a	n/a	n/a	n/a	n/a	n/a

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		31	100.0%	-	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	-	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	-	3.0%	4.5%
	Kindergarten	0	0.0%	-	8.5%	7.6%
	Grade 1	0	0.0%	-	8.5%	7.9%
	Grade 2	0	0.0%	-	8.8%	7.7%
	Grade 3	0	0.0%	-	8.5%	7.6%
	Grade 4	0	0.0%	-	7.9%	7.6%
	Grade 5	1	3.2%	-	7.9%	7.6%
	Grade 6	3	9.7%	-	7.2%	7.4%
	Grade 7	3	9.7%	-	7.1%	7.3%
	Grade 8	5	16.1%	-	7.1%	7.2%
	Grade 9	8	25.8%	-	7.5%	7.9%
	Grade 10	4	12.9%	-	6.4%	7.0%
	Grade 11	6	19.4%	-	5.7%	6.4%
	Grade 12	1	3.2%	-	5.5%	5.9%
Ethnic Distribution:	African American	10	32.3%	-	11.6%	12.9%
	Hispanic	9	29.0%	-	30.8%	50.3%
	White	10	32.3%	-	52.9%	31.2%
	Native American	0	0.0%	-	0.9%	0.5%
	Asian	0	0.0%	-	2.6%	3.4%
	Pacific Islander	0	0.0%	-	0.1%	0.1%
	Two or More Races	2	6.5%	-	1.2%	1.6%
Economically Disadvantaged		21	67.7%	-	41.5%	59.2%
Limited English Proficient (LEP)		3	9.7%	-	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		34	12.0%	-	1.3%	1.9%
At-Risk		31	100.0%	-	35.1%	46.3%
Mobility (2009-10)		282	99.6%	-	17.1%	18.2%
Number of Students per Teacher		3.1	n/a	-	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	-	-	2.1%	2.3%	-	-	14.3%	10.7%
Grade 1	0.0%	-	1.5%	4.7%	-	-	8.5%	8.9%
Grade 2	-	-	0.8%	2.8%	-	-	3.8%	4.1%
Grade 3	0.0%	-	1.1%	2.0%	-	-	1.4%	1.8%
Grade 4	0.0%	-	0.1%	1.1%	-	-	0.4%	0.9%
Grade 5	-	-	0.4%	1.3%	-	-	2.0%	1.3%
Grade 6	0.0%	-	0.1%	0.7%	-	-	3.7%	1.2%
Grade 7	0.0%	-	0.2%	1.0%	0.0%	-	1.4%	1.4%
Grade 8	0.0%	-	0.1%	1.2%	-	-	1.7%	2.1%

STUDENT INFORMATION

Graduates (Class of 2010):	Campus Count	Campus Percent	Campus Group	District	State
Total Graduates	0	100.0%	-	1,146	280,520
By Ethnicity (incl. Special Ed.):					
African American	0	-	-	145	36,988
Hispanic	0	-	-	327	119,365
White	0	-	-	619	108,577
American Indian	0	-	-	10	1,452
Asian	0	-	-	29	9,967
Pacific Islander	0	-	-	0	363
Two or More Races	0	-	-	16	3,808
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	0	-	-	156	48,391
Recommended H.S. Pgm./DAP	0	-	-	990	232,129
Special Education Graduates	0	-	-	99	25,537

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.8	19.0
	Grade 1	-	-	18.9	18.9
	Grade 2	-	-	18.8	18.8
	Grade 3	-	-	19.1	18.8
	Grade 4	-	-	20.3	19.0
	Grade 5	-	-	21.9	21.4
	Grade 6	-	-	20.9	20.7
	Mixed Grades	-	-	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	11.7	100.0%	-	100.0%	100.0%
Professional Staff:	11.7	100.0%	-	72.3%	63.4%
Teachers	9.9	84.3%	-	56.2%	50.5%
Professional Support	0.8	7.2%	-	12.8%	9.0%
Campus Admin. (School Leader.)	1.0	8.5%	-	2.7%	2.8%
Educational Aides:	0.0	0.0%	-	7.9%	9.5%
Total Minority Staff:	2.0	17.0%	-	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	1.0	10.1%	-	6.5%	9.3%
Hispanic	1.0	10.1%	-	11.7%	23.7%
White	7.9	79.8%	-	78.4%	63.9%
American Indian	0.0	0.0%	-	0.8%	0.4%
Asian	0.0	0.0%	-	0.4%	1.3%
Pacific Islander	0.0	0.0%	-	0.1%	0.1%
Two or More Races	0.0	0.0%	-	2.1%	1.3%
Males	3.0	30.3%	-	24.0%	23.2%
Females	6.9	69.7%	-	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	10.1%	-	4.8%	6.0%
1-5 Years Experience	1.0	10.1%	-	31.8%	30.0%
6-10 Years Experience	0.0	0.0%	-	22.7%	21.1%
11-20 Years Experience	5.0	50.5%	-	25.5%	25.0%
0ver 20 Years Experience	2.9	29.3%	-	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	17.2 yrs.	- yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	10.8 yrs.	- yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,600	-	$45,521	$41,272
1-5 Years Experience	$46,800	-	$47,448	$44,013
6-10 Years Experience	-	-	$48,287	$46,604
11-20 Years Experience	$54,202	-	$51,852	$50,476
Over 20 Years Experience	$66,899	-	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$56,413	-	$51,120	$48,638
Professional Support	$47,400	-	$55,177	$57,045
Campus Administration (School Leadership)	$93,595	-	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	-	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$1,153,790	100.0%	$23,547	$1,225,132	100.0%	$25,003	-	-	-
Instruction (11,95)	$715,377	62.0%	$14,600	$740,590	60.4%	$15,114	-	-	-
Instructional-Related Services (12,13)	$13,640	1.2%	$278	$13,640	1.1%	$278	-	-	-
Instructional Leadership (21)	$6,081	0.5%	$124	$6,081	0.5%	$124	-	-	-
School Leadership (23)	$140,646	12.2%	$2,870	$142,357	11.6%	$2,905	-	-	-
Support Services-Student (31,32,33)	$118,190	10.2%	$2,412	$118,190	9.6%	$2,412	-	-	-
Other Campus Costs (35,36,51,52,53)	$159,856	13.9%	$3,262	$204,274	16.7%	$4,169	-	-	-
By Program:									
Total Operating Expenditures	$993,934	100.0%	$20,284	$1,020,118	100.0%	$20,819	-	-	-
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Accelerated Education (24,30)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Gifted & Talented Education (21)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Regular Education (11)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Special Education (23)	$0	0.0%	$0	$1,191	0.1%	$24	-	-	-
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Other (26,28,29)	$993,934	100.0%	$20,284	$1,018,927	99.9%	$20,794	-	-	-

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	3	9.7%	-	14.3%	16.2%
Career & Technical Education	3	9.7%	-	16.7%	21.0%
Gifted & Talented Education	0	0.0%	-	8.7%	7.7%
Special Education	8	25.8%	-	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	-	7.1%	5.5%
Career & Technical Education	0.0	0.0%	-	3.6%	4.0%
Compensatory Education	9.9	100.0%	-	5.0%	2.9%
Gifted & Talented Education	0.0	0.0%	-	1.7%	1.9%
Regular Education	0.0	0.0%	-	68.0%	73.4%
Special Education	0.0	0.0%	-	12.0%	9.1%
Other	0.0	0.0%	-	2.6%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

2011-12
Campus Improvement Plan
for
Davis School DAEP

Denton Independent School District

APR 4896

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Davis School DAEP's Mission Statement

To provide a structured social and academic climate in which stuidents choose how they will respond to our world.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Davis School DAEP Campus Improvement Plan
Elementary School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All								
3	AA								
3	Hispanic								
3	White								
3	Eco. Dis.								
3	SPED								
3	LEP C								
3	LEP M1								
3	LEP M2								
4	All								
4	AA								
4	Hispanic								
4	White								
4	Eco. Dis.								
4	SPED								
4	LEP C								
4	LEP M1								
4	LEP M2								
5	All								
5	AA								
5	Hispanic								
5	White								
5	Eco. Dis.								
5	SPED								
5	LEP C								
5	LEP M1								
5	LEP M2								

Davis School DAEP Campus Improvement Plan
Elementary School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
4	All								
4	AA								
4	Hispanic								
4	White								
4	Eco. Dis.								
4	SPED								
4	LEP C								
4	LEP M1								
4	LEP M2								

Davis School DAEP Campus Improvement Plan
Elementary School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
3	All								
3	AA								
3	Hispanic								
3	White								
3	Eco. Dis.								
3	SPED								
3	LEP C								
3	LEP M1								
3	LEP M2								
4	All								
4	AA								
4	Hispanic								
4	White								
4	Eco. Dis.								
4	SPED								
4	LEP C								
4	LEP M1								
4	LEP M2								
5	All								
5	AA								
5	Hispanic								
5	White								
5	Eco. Dis.								
5	SPED								
5	LEP C								
5	LEP M1								
5	LEP M2								

Davis School DAEP Campus Improvement Plan
Elementary School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
5	All								
5	AA								
5	Hispanic								
5	White								
5	Eco. Dis.								
5	SPED								
5	LEP C								
5	LEP M1								
5	LEP M2								

Davis School DAEP Campus Improvement Plan
Middle School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
6	All								
6	AA								
6	Hispanic								
6	White								
6	Eco. Dis.								
6	SPED								
6	LEP C								
6	LEP M1								
6	LEP M2								
7	All								
7	AA								
7	Hispanic								
7	White								
7	Eco. Dis.								
7	SPED								
7	LEP C								
7	LEP M1								
7	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All								
8	AA								
8	Hispanic								
8	White								
8	Eco. Dis.								
8	SPED								
8	LEP C								
8	LEP M1								
8	LEP M2								

Davis School DAEP Campus Improvement Plan
Middle School-Level Performance Data

Writing

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
7	All								
7	AA								
7	Hispanic								
7	White								
7	Eco. Dis.								
7	SPED								
7	LEP C								
7	LEP M1								
7	LEP M2								

Davis School DAEP Campus Improvement Plan
Middle School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
6	All								
6	AA								
6	Hispanic								
6	White								
6	Eco. Dis.								
6	SPED								
6	LEP C								
6	LEP M1								
6	LEP M2								
7	All								
7	AA								
7	Hispanic								
7	White								
7	Eco. Dis.								
7	SPED								
7	LEP C								
7	LEP M1								
7	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All								
8	AA								
8	Hispanic								
8	White								
8	Eco. Dis.								
8	SPED								
8	LEP C								
8	LEP M1								
8	LEP M2								

Davis School DAEP Campus Improvement Plan
Middle School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All								
8	AA								
8	Hispanic								
8	White								
8	Eco. Dis.								
8	SPED								
8	LEP C								
8	LEP M1								
8	LEP M2								

Davis School DAEP Campus Improvement Plan
Middle School-Level Performance Data

Social Studies

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
8	All								
8	AA								
8	Hispanic								
8	White								
8	Eco. Dis.								
8	SPED								
8	LEP C								
8	LEP M1								
8	LEP M2								

Davis School DAEP Campus Improvement Plan
High School-Level Performance Data

Reading/English Language Arts

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
9	All								
9	AA								
9	Hispanic								
9	White								
9	Eco. Dis.								
9	SPED								
9	LEP C								
9	LEP M1								
9	LEP M2								
10	All								
10	AA								
10	Hispanic								
10	White								
10	Eco. Dis.								
10	SPED								
10	LEP C								
10	LEP M1								
10	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
11	All								
11	AA								
11	Hispanic								
11	White								
11	Eco. Dis.								
11	SPED								
11	LEP C								
11	LEP M1								
11	LEP M2								

Davis School DAEP Campus Improvement Plan
High School-Level Performance Data

Mathematics

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
9	All								
9	AA								
9	Hispanic								
9	White								
9	Eco. Dis.								
9	SPED								
9	LEP C								
9	LEP M1								
9	LEP M2								
10	All								
10	AA								
10	Hispanic								
10	White								
10	Eco. Dis.								
10	SPED								
10	LEP C								
10	LEP M1								
10	LEP M2								

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
11	All								
11	AA								
11	Hispanic								
11	White								
11	Eco. Dis.								
11	SPED								
11	LEP C								
11	LEP M1								
11	LEP M2								

Davis School DAEP Campus Improvement Plan
High School-Level Performance Data

Science

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
10	All								
10	AA								
10	Hispanic								
10	White								
10	Eco. Dis.								
10	SPED								
10	LEP C								
10	LEP M1								
10	LEP M2								
11	All								
11	AA								
11	Hispanic								
11	White								
11	Eco. Dis.								
11	SPED								
11	LEP C								
11	LEP M1								
11	LEP M2								

Davis School DAEP Campus Improvement Plan
High School-Level Performance Data

Social Studies

Grade	Student Group	2009-10 Data			2010-11 Data			2012 Target	
		Tested	% Met	% Commended	Tested	% Met	% Commended	% Met	% Commended
10	All								
10	AA								
10	Hispanic								
10	White								
10	Eco. Dis.								
10	SPED								
10	LEP C								
10	LEP M1								
10	LEP M2								
11	All								
11	AA								
11	Hispanic								
11	White								
11	Eco. Dis.								
11	SPED								
11	LEP C								
11	LEP M1								
11	LEP M2								

Davis School DAEP Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Davis School DAEP conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- Enrollment
- Attendance
- Ethnicity
- Gender
-
-
-
-

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Enrollment has dropped
- Attendance peaked at 80%
- No acts of violence at DAEP!
- Many students recovered lost credit.

Needs

Summary of Needs

- 1.68 of the DISD population went to DAEP
- 75% were econ dis
- 40% Hispanic
- 33% female
- 50% 8 & 9th grade

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths **Needs**

Summary of Needs

- 80% failing when enrolled

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Interviews
- Walkthrough data
- Conferences

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- 30% of students have no discipline concerns at Davis .
- Students are on task
- Student drama is diminished

Needs

- Students need outside support (emotionally)

Summary of Needs

- Staff aligned with mission of the school
- Parents & community not aligned with mission of the school
- Chemical dependancy response.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths **Needs**

Summary of Needs

- We need a full time staff member in each class

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Lesson Study/Delivery Processes
- Student-Specific/Differentiated Strategies and processes

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Quiet classes encourage reluctant learners to ask for help
- Fewer accomadations are needed when classes are smaller.
- Procedures and practices enable emotionally stressed students to function more appropriatly.

Needs

Summary of Needs

- Electives after school gave students a reason to not work on electives
- Slow response to curricular needs for electives from home campus slowed progress

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths **Needs**

Summary of Needs

- CBS provides Adopt a School money for students clothes
- Open House held every 6 weeks

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- Decision Making Processes
- Leadership: Formal and Informal
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Team driven decisions reached end results more quickly
- Promoting teacher leaders reduced misunderstandings.
- Outside counselors and administrators need to visit all DAEP students
- Every full time staff member is a CLT member

Needs

Summary of Needs

- A full time certifies teacher in every HS class.

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths **Needs**

Summary of Needs

Comprehensive Needs Assessment Summary of Priority Needs

Demographics:
1.68 of the DISD population went to DAEP
75% were econ dis
40% Hispanic
33% female
50% 8 & 9th grade

Student Achievement:
80% failing when enrolled

School Culture and Climate:
Staff aligned with mission of the school
Parents & community not aligned with mission of the school
Chemical dependancy response.

Teacher Quality:
We need a full time staff member in each class

Curriculum, Instruction and Assessment:
Electives after school gave students a reason to not work on electives
Slow response to curricular needs for electives from home campus slowed progress

Family and Community Involvement:
CBS provides Adopt a School money for students clothes
Open House held every 6 weeks

School Content and Organization:
A full time certifies teacher in every HS class.

Technology:

Board Summary
Campus Improvement Plans
2011-12

Davis School DAEP

Wildy Important Goals for 2011-12
WIG 1: As addressed in Chapter 37:008: provide a DAEP that addressed supervision and counseling so that redidivism remains below 20% No students will be returned to DAEP during a school year.
WIG 2: To provide a safe secure educational placement that promotes compliance to the Denton ISD Code of Conduct. Over 450 students placed in DAEP in 2009-2010. Placement will not exceed the state average of 2.8% of the student population.
WIG 3: Provide a DAEP that focuses on English Language Arts, Mathematics, Science, History and self discipline. 80% of students will exit DAEP passing more courses than when they enrolled in DAEP.

Campus Improvement Plan
Davis School DAEP

WIG 1

As addressed in Chapter 37:008: provide a DAEP that addressed supervision and counseling so that redidivism remains below 20%
No students will be returned to DAEP during a school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Bonus days for positive behaviors **Person(s) Responsible:** Classroom teacher **Completion Date:** weekly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	paper, phone time	[X]	[ ]		# of days needed	# of days at DAEP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Parent student intake **Person(s) Responsible:** Administrator **Completion Date:** Tues & Thursday **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	meeting rooms, printing	[X]	[ ]		Parent attendance	Parent attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Social Skills instruction **Person(s) Responsible:** Classroom teacher **Completion Date:** daily **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	instructional time	[X]	[ ]		Orange days	Green days	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Point Sheet tabulation **Person(s) Responsible:** Administrator **Completion Date:** weekly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	team time	[X]	[ ]		Last years #'	This years #'s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Why Try program **Person(s) Responsible:** Counselor & LSSP **Completion Date:** Every Wednesday **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LSSP. Counselor, meeting	[X]	[ ]		# of disciplinary incidents	# of disciplinary incidents	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent open house six times per year **Person(s) Responsible:** Mr. Tinch **Completion Date:** Every six weeks **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	All Staff	[X]	[ ]		# of parents attending	# of parents attending	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Wake Up Call Criminal behavior assessment **Person(s) Responsible:** DCSO **Completion Date:** Monthly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Denton County SO	[ ]	[ ]		# of students served	# of students detained.	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Counselor development **Person(s) Responsible:** Admin **Completion Date:** April **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Regular and Title	[X]	[ ]		Programs developed	Programs dropped	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
FMHS considered for DAEP students **Person(s) Responsible:** Tinch & Wright **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	FMHS supply applications	[ ]	[ ]		# of applications taken	# of students taken	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Davis School DAEP

WIG 2

To provide a safe secure educational placement that promotes compliance to the Denton ISD Code of Conduct.
Over 450 students placed in DAEP in 2009-2010. Placement will not exceed the state average of 2.8% of the student population.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Review of student performance by both campuses **Person(s) Responsible:** Admin. Home & DAEP **Completion Date:** Biweekly **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Home campus visiting DAEP	[ ]	[ ]		# of placements	# of placements	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Student Success Sheet **Person(s) Responsible:** Classroom teacher **Completion Date:** daily **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Printing	[ ]	[ ]		# of points	# of points	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Student Parent enrollment conference **Person(s) Responsible:** Counselor **Completion Date:** Tues & Thursday **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent handbooks, $1,8000.00	[ ]	[ ]		# of parents seen	# of parents seen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Groups At Risk Behavior **Person(s) Responsible:** Counselor **Completion Date:** weekly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	DVD's	[X]	[ ]		# of placements	# of placements	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Administrative visits to home campus **Person(s) Responsible:** Mr. Tinch **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		# of placements	# of repeated placements	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reward student improvement (bonus days) **Person(s) Responsible:** Teacher **Completion Date:** weekly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	paper	[ ]	[ ]		# of bonus days 2009	# of bonus days 2010	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Social Skills **Person(s) Responsible:** Classroom Teachers **Completion Date:** Weekly **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Character Counts	[ ]	[X]		15 min. at beginning of day	15 min. at close of day	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
K-8th RR grade teachers **Person(s) Responsible:** Central Staff **Completion Date:** monthly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Salaries, supplies,travel,TAKS, subs, $300,133	[ ]	[X]	5	School is staffed	School is staffed	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
9th -12th teachers **Person(s) Responsible:** Central Staff **Completion Date:** monthly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Salaries, supplies,travel, TAKS, subs, $172,323.00	[ ]	[X]	3	School is staffed	School is staffed	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Inclusion, Administration, Counseling & Office **Person(s) Responsible:** Central Staff **Completion Date:** monthly **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Salaries, supplies, travel $249,631.00	[ ]	[X]	4	School is staffed	School is staffed	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Staff development, local and National **Person(s) Responsible:** Admin **Completion Date:** Jan. & May **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Regular $1,000.00 Title 1 $2,500.00	[X]	[ ]		# of ideas exposed	# of ideas adopted	[X] CNA [ ] RS [ ] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Davis School DAEP

WIG 3

Provide a DAEP that focuses on English Language Arts, Mathematics, Science, History and self discipline.
80% of students will exit DAEP passing more courses than when they enrolled in DAEP.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
During school tutoring for elective credit retention. **Person(s) Responsible:** Administration **Completion Date:** May 18,2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	5,831.00	[X]	[ ]		Elective period staffed, cooridinated and funded.	# students passing in the elective school program.	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Scaffolding will be used in all classes, planning and instruction. **Person(s) Responsible:** Teacher, Administrator **Completion Date:** Weekly **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Planning time	[ ]	[ ]		view lesson plans	review lesson plans	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Lagging students will have increased instruction time. Short term, teacher lead small groups during activity time. **Person(s) Responsible:** Admin, Testing Coordinator, teacher **Completion Date:** April **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Supplies, $500.00	[X]	[ ]		Number involved.	Number passing	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Lunch time used to read at developmental level. **Person(s) Responsible:** Teachers **Completion Date:** Jan. & April **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Library	[ ]	[ ]		Circulation # as% of enrollment.	Circulation # as% of enrollment.	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Enrollment in previously failed HS courses **Person(s) Responsible:** Counselor **Completion Date:** Jan & May **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)	Odyssey Ware	[X]	[ ]		# enrolled	# completed	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
District Scope & Sequence followed **Person(s) Responsible:** Teacher **Completion Date:** Every three weeks **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Planning time	[ ]	[ ]		view of plans	review of plans	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instructional Technology provided to classroom teachers. **Person(s) Responsible:** Admin **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1, projector replacement $2,000.00	[X]	[ ]		# planned	# purchased	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Staff development, HS, MS, Admin & Elem. **Person(s) Responsible:** Principal **Completion Date:** 3/15/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	2500.00	[X]	[ ]		Staff went to conferences.	Ideas reflected in classroom.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Davis School DAEP

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS-Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region XI workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	
2) Classroom Teacher	
3) Classroom Teacher	
4) Classroom Teacher	
5) Classroom Teacher	
6) Classroom Teacher	
7) Campus-based Nonteaching Professional	
8) Campus-based Paraprofessional and Operations Staff	
9) District-level Professional	
10) Parent	
11) Parent	
12) Community Member	
13) Community Member	
14) Business Representative	
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: JOE DALE SPARKS CAMPUS

Campus #: 061901040

2011 Accountability Rating: AEA: Academically Acceptable

Gold Performance Acknowledgments:

Attendance (2009-10)

Commended on Social Studies

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 8 First Administration Only															
Reading	2011	89%	93%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	91%	94%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	80%	83%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	81%	84%	-	*	*	*	*	*	*	*	*	*	*	*
Science	2011	79%	80%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	78%	83%	-	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2011	95%	97%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	94%	97%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	69%	73%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	69%	75%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard Grade 9															
Reading	2011	89%	93%	-	86%	*	*	*	*	*	*	*	*	*	*
	2010	92%	94%	-	86%	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	72%	76%	-	> 99%	*	*	*	*	*	*	*	*	*	*
	2010	72%	77%	-	50%	*	*	*	*	*	*	*	*	*	*
All Tests	2011	69%	75%	-	86%	*	*	*	*	*	*	*	*	*	*
	2010	70%	75%	-	60%	*	60%	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard Grade 10															
Eng Lang Arts	2011	91%	92%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	91%	93%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	75%	76%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	75%	78%	-	*	*	*	*	*	*	*	*	*	*	*
Science	2011	76%	76%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	75%	80%	-	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2011	93%	93%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	93%	93%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	65%	66%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	65%	69%	-	*	*	*	*	*	*	*	*	*	*	*

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard ^ Grade 11															
Eng Lang Arts	2011	94%	96%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	93%	95%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	90%	89%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	88%	89%	-	*	*	*	*	*	*	*	*	*	*	*
Science	2011	90%	90%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	90%	90%	-	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2011	98%	98%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	97%	98%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	84%	85%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	81%	83%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	93%	-	86%	> 99%	*	> 99%	*	*	*	*	60%	*	*
	2010	90%	93%	-	91%	*	*	> 99%	*	n/a	n/a	n/a	*	*	*
Mathematics	2011	84%	88%	-	91%	*	*	> 99%	*	*	*	*	*	*	*
	2010	84%	88%	-	70%	*	*	80%	*	n/a	n/a	n/a	*	*	*
Science	2011	83%	84%	-	60%	*	*	*	*	*	*	*	*	*	*
	2010	82%	86%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
Soc Studies	2011	95%	96%	-	80%	*	*	*	*	*	*	*	*	*	*
	2010	94%	96%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
All Tests	2011	76%	81%	-	71%	60%	*	> 99%	*	*	*	*	60%	*	*
	2010	76%	81%	-	73%	*	60%	86%	*	n/a	n/a	n/a	*	*	*
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	39%	-	21%	20%	*	33%	*	*	*	*	20%	*	*
	2010	32%	38%	-	18%	*	< 1%	*	*	*	*	*	*	*	*
Mathematics	2011	29%	32%	-	18%	*	*	17%	*	*	*	*	*	*	*
	2010	28%	31%	-	< 1%	*	*	*	*	*	*	*	*	*	*
Science	2011	30%	33%	-	< 1%	*	*	*	*	*	*	*	*	*	*
	2010	28%	30%	-	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2011	47%	51%	-	40%	*	*	*	*	*	*	*	*	*	*
	2010	45%	51%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	16%	19%	-	7%	< 1%	*	17%	*	*	*	*	< 1%	*	*
	2010	15%	17%	-	< 1%	*	< 1%	< 1%	*	*	*	*	*	*	*
TAKS Progress (Sum of All Grades Tested) (AEA Indicator)															
	2011	75%	*	-	84%	67%	80%	> 99%	*	*	*	*	*	*	*
	2010	75%	*	-	89%	90%	85%	93%	*	n/a	n/a	n/a	*	*	*

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	91%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	85%	88%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	77%	83%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	75%	79%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	73%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	64%	69%	-	*	*	*	*	*	*	*	*	*	*	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.2%	-	100.0%	100.0%	100.0%	100.0%	-	-	*	*	100.0%	*	-
By Test Version														
TAKS (1 or more)	91.0%	91.6%	-	74.6%	81.3%	76.2%	70.8%	-	-	*	*	23.8%	*	-
Not on TAKS	7.6%	7.6%	-	25.4%	18.8%	23.8%	29.2%	-	-	*	*	76.2%	*	-
TAKS(Acc) Only	2.4%	2.1%	-	7.9%	6.3%	14.3%	4.2%	-	-	*	*	23.8%	*	-
TAKS-M Only	3.1%	3.4%	-	9.5%	12.5%	4.8%	8.3%	-	-	*	*	28.6%	*	-
TAKS-Alt Only	0.9%	0.7%	-	0.0%	0.0%	0.0%	0.0%	-	-	*	*	0.0%	*	-
Combination	1.3%	1.4%	-	7.9%	0.0%	4.8%	16.7%	-	-	*	*	23.8%	*	-
By Acct Status														
Acct System	94.0%	95.7%	-	22.2%	31.3%	14.3%	25.0%	-	-	*	*	23.8%	*	-
Non-Acct System	4.6%	3.5%	-	77.8%	68.8%	85.7%	75.0%	-	-	*	*	76.2%	*	-
Mobile	4.6%	3.5%	-	77.8%	68.8%	85.7%	75.0%	-	-	*	*	76.2%	*	-
Non-Acct Test	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	-	-	*	*	0.0%	*	-
Not Tested	1.4%	0.8%	-	0.0%	0.0%	0.0%	0.0%	-	-	*	*	0.0%	*	-
Absent	0.1%	0.1%	-	0.0%	0.0%	0.0%	0.0%	-	-	*	*	0.0%	*	-
LEP Exempt	0.9%	0.5%	-	0.0%	0.0%	0.0%	0.0%	-	-	*	*	0.0%	*	-
Other	0.4%	0.2%	-	0.0%	0.0%	0.0%	0.0%	-	-	*	*	0.0%	*	-
Total Count	3,231,780	15,537	-	63	16	21	24	0	0	1	1	21	1	0
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.1%	-	100.0%	100.0%	100.0%	100.0%	-	-	-	-	100.0%	-	*
By Test Version														
TAKS (1 or more)	90.8%	91.4%	-	78.1%	71.4%	87.0%	73.1%	-	-	-	-	33.3%	-	*
Not on TAKS	7.8%	7.7%	-	21.9%	28.6%	13.0%	26.9%	-	-	-	-	66.7%	-	*
TAKS(Acc) Only	2.3%	1.8%	-	4.7%	14.3%	0.0%	3.8%	-	-	-	-	14.3%	-	*
TAKS-M Only	3.3%	3.8%	-	12.5%	14.3%	8.7%	15.4%	-	-	-	-	38.1%	-	*
TAKS-Alt Only	0.8%	0.7%	-	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	-	*
Combination	1.3%	1.3%	-	4.7%	0.0%	4.3%	7.7%	-	-	-	-	14.3%	-	*
By Acct Status														
Acct System	90.0%	91.0%	-	18.8%	14.3%	21.7%	19.2%	-	-	-	-	4.8%	-	*
Non-Acct System	8.6%	8.1%	-	81.3%	85.7%	78.3%	80.8%	-	-	-	-	95.2%	-	*
Mobile	4.4%	3.6%	-	68.8%	71.4%	69.6%	65.4%	-	-	-	-	57.1%	-	*
Non-Acct Test	4.2%	4.5%	-	12.5%	14.3%	8.7%	15.4%	-	-	-	-	38.1%	-	*
Not Tested	1.4%	0.9%	-	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	-	*
Absent	0.1%	0.1%	-	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	-	*
LEP Exempt	0.9%	0.6%	-	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	-	*
Other	0.4%	0.2%	-	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	-	*
Total Count	3,175,337	14,816	-	64	14	23	26	0	0	0	0	21	0	3
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA 2011	47%	53%	-	*	*	*	*	*	*	*	*	*	*	*
2010	50%	53%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2011	42%	43%	-	*	*	*	*	*	*	*	*	*	*	*
2010	45%	52%	-	*	*	*	*	*	*	*	*	*	*	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Student Success Initiative														
Grade 8 Reading														
Students Requiring Accelerated Instruction														
2011	11%	7%	-	*	*	*	*	*	*	*	*	*	*	*
2010	10%	7%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)														
2011	94%	97%	-	*	*	*	*	*	*	*	*	*	*	*
2010	95%	96%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Failers Promoted by Grade Placement Committee @														
2010	84.7%	*	-	*	-	-	*	-	-	-	-	-	-	-
2009	88.5%	-	-	-	-	-	-	-	n/a	n/a	n/a	-	-	-
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
2011	20%	17%	-	*	*	*	*	*	*	*	*	*	*	*
2010	20%	16%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)														
2011	88%	92%	-	*	*	*	*	*	*	*	*	*	*	*
2010	88%	92%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Failers Promoted by Grade Placement Committee @														
2010	86.1%	*	-	*	-	-	*	-	-	-	-	-	-	-
2009	91.1%	-	-	*	-	*	-	-	n/a	n/a	n/a	-	-	-
Attendance Rate @														
2009-10	95.5%	95.9%	-	99.7%	99.6%	99.9%	99.7%	*	*	-	*	99.8%	99.8%	*
2008-09	95.6%	95.9%	-	98.8%	97.9%	99.4%	98.7%	*	n/a	n/a	n/a	97.3%	98.8%	*
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)														
2009-10	0.2%	0.3%	-	2.7%	0.0%	5.9%	2.7%	*	-	-	*	0.0%	*	-
2008-09	0.3%	0.2%	-	2.2%	0.0%	6.3%	0.0%	*	n/a	n/a	n/a	3.4%	*	0.0%
Annual Dropout Rate (Gr 7-12) @ (AEA Indicator)														
2009-10	1.7%	0.3%	-	3.6%	1.4%	4.4%	4.3%	*	*	-	0.0%	3.0%	10.0%	*
2008-09	2.0%	0.5%	-	6.3%	2.9%	5.8%	8.6%	*	n/a	n/a	n/a	7.2%	0.0%	0.0%
4-Year Completion Rate (Gr 9-12) @														
Class of 2010														
Graduated	84.3%	94.0%	-	0.0%	0.0%	0.0%	0.0%	-	n/a	n/a	n/a	0.0%	-	-
Received GED	1.3%	0.1%	-	33.3%	20.0%	20.0%	45.5%	-	n/a	n/a	n/a	40.0%	-	-
Continued HS	7.2%	4.8%	-	4.8%	20.0%	0.0%	0.0%	-	n/a	n/a	n/a	0.0%	-	-
Dropped Out	7.3%	1.2%	-	61.9%	60.0%	80.0%	54.5%	-	n/a	n/a	n/a	60.0%	-	-
Class of 2009														
Graduated	80.6%	91.8%	-	0.0%	0.0%	*	0.0%	*	n/a	n/a	n/a	0.0%	-	-
Received GED	1.4%	0.3%	-	10.0%	0.0%	*	16.7%	*	n/a	n/a	n/a	16.7%	-	-
Continued HS	8.6%	6.6%	-	0.0%	0.0%	*	0.0%	*	n/a	n/a	n/a	0.0%	-	-
Dropped Out	9.4%	1.3%	-	90.0%	100.0%	*	83.3%	*	n/a	n/a	n/a	83.3%	-	-

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
5-Year Extended Completion Rate (Gr 9-12) @														
Class of 2009														
Graduated	85.1%	96.7%	-	0.0%	0.0%	*	0.0%	*	n/a	n/a	n/a	0.0%	-	-
Received GED	1.9%	0.3%	-	15.0%	16.7%	*	16.7%	*	n/a	n/a	n/a	16.7%	-	-
Continued HS	2.1%	1.4%	-	0.0%	0.0%	*	0.0%	*	n/a	n/a	n/a	0.0%	-	-
Dropped Out	10.8%	1.6%	-	85.0%	83.3%	*	83.3%	*	n/a	n/a	n/a	83.3%	-	-
Class of 2008														
Graduated	83.4%	96.8%	-	12.5%	-	*	0.0%	-	n/a	n/a	n/a	-	*	-
Received GED	2.1%	0.1%	-	62.5%	-	*	66.7%	-	n/a	n/a	n/a	-	*	-
Continued HS	2.4%	1.5%	-	0.0%	-	*	0.0%	-	n/a	n/a	n/a	-	*	-
Dropped Out	12.2%	1.7%	-	25.0%	-	*	33.3%	-	n/a	n/a	n/a	-	*	-
Completion Rate II (Graduates, Continuers, and GED) @ (AEA Indicator)														
Class of 2010	92.7%	98.8%	-	38.1%	40.0%	20.0%	45.5%	-	n/a	n/a	n/a	40.0%	-	-
Class of 2009	90.6%	98.7%	-	10.0%	0.0%	*	16.7%	*	n/a	n/a	n/a	16.7%	-	-
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion @														
2009-10	26.3%	31.1%	-	*	-	*	-	-	-	-	-	-	-	-
2008-09	24.6%	27.7%	-	-	-	-	-	-	n/a	n/a	n/a	-	-	-
AP/IB Results @														
Tested														
2010	22.7%	37.3%	-	0.0%	*	*	*	-	-	-	*	n/a	n/a	n/a
2009	21.2%	38.7%	-	*	-	*	*	-	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2010	50.8%	43.0%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2009	51.2%	39.5%	-	-	-	-	-	-	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion														
2010	46.7%	31.8%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2009	47.4%	27.3%	-	-	-	-	-	-	n/a	n/a	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) – Higher Education Readiness Component														
Eng Lang Arts 2011	66%	72%	-	*	*	*	*	*	*	*	*	*	*	*
2010	60%	62%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2011	69%	66%	-	*	*	*	*	*	*	*	*	*	*	*
2010	66%	66%	-	*	*	*	*	*	*	*	*	*	*	*

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		49	100.0%	-	23,832	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	-	0.4%	0.3%
	Pre-Kindergarten	0	0.0%	-	3.0%	4.5%
	Kindergarten	0	0.0%	-	8.5%	7.6%
	Grade 1	0	0.0%	-	8.5%	7.9%
	Grade 2	0	0.0%	-	8.8%	7.7%
	Grade 3	0	0.0%	-	8.5%	7.6%
	Grade 4	0	0.0%	-	7.9%	7.6%
	Grade 5	0	0.0%	-	7.9%	7.6%
	Grade 6	1	2.0%	-	7.2%	7.4%
	Grade 7	1	2.0%	-	7.1%	7.3%
	Grade 8	2	4.1%	-	7.1%	7.2%
	Grade 9	29	59.2%	-	7.5%	7.9%
	Grade 10	11	22.4%	-	6.4%	7.0%
	Grade 11	4	8.2%	-	5.7%	6.4%
	Grade 12	1	2.0%	-	5.5%	5.9%
Ethnic Distribution:	African American	12	24.5%	-	11.6%	12.9%
	Hispanic	14	28.6%	-	30.8%	50.3%
	White	23	46.9%	-	52.9%	31.2%
	Native American	0	0.0%	-	0.9%	0.5%
	Asian	0	0.0%	-	2.6%	3.4%
	Pacific Islander	0	0.0%	-	0.1%	0.1%
	Two or More Races	0	0.0%	-	1.2%	1.6%
Economically Disadvantaged		7	14.3%	-	41.5%	59.2%
Limited English Proficient (LEP)		2	4.1%	-	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)		1	0.3%	-	1.3%	1.9%
At-Risk		49	100.0%	-	35.1%	46.3%
Mobility (2009-10)		342	98.8%	-	17.1%	18.2%
Number of Students per Teacher		4.0	n/a	-	13.0	14.7

Retention Rates by Grade:	Non-Special Education Rates				Special Education Rates			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	2.1%	2.3%	-	-	14.3%	10.7%
Grade 1	-	-	1.5%	4.7%	-	-	8.5%	8.9%
Grade 2	-	-	0.8%	2.8%	-	-	3.8%	4.1%
Grade 3	-	-	1.1%	2.0%	-	-	1.4%	1.8%
Grade 4	-	-	0.1%	1.1%	-	-	0.4%	0.9%
Grade 5	-	-	0.4%	1.3%	-	-	2.0%	1.3%
Grade 6	-	-	0.1%	0.7%	-	-	3.7%	1.2%
Grade 7	33.3%	-	0.2%	1.0%	0.0%	-	1.4%	1.4%
Grade 8	0.0%	-	0.1%	1.2%	0.0%	-	1.7%	2.1%

STUDENT INFORMATION

Graduates (Class of 2010):	Campus Count	Campus Percent	Campus Group	District	State
Total Graduates	0	100.0%	-	1,146	280,520
By Ethnicity (incl. Special Ed.):					
African American	0	-	-	145	36,988
Hispanic	0	-	-	327	119,365
White	0	-	-	619	108,577
American Indian	0	-	-	10	1,452
Asian	0	-	-	29	9,967
Pacific Islander	0	-	-	0	363
Two or More Races	0	-	-	16	3,808
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	0	-	-	156	48,391
Recommended H.S. Pgm./DAP	0	-	-	990	232,129
Special Education Graduates	0	-	-	99	25,537

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.8	19.0
	Grade 1	-	-	18.9	18.9
	Grade 2	-	-	18.8	18.8
	Grade 3	-	-	19.1	18.8
	Grade 4	-	-	20.3	19.0
	Grade 5	-	-	21.9	21.4
	Grade 6	-	-	20.9	20.7
	Mixed Grades	-	-	19.2	23.9
Secondary:	English/Language Arts	-	-	20.4	17.3
	Foreign Languages	-	-	18.8	19.0
	Mathematics	-	-	19.4	17.9
	Science	-	-	22.9	19.0
	Social Studies	-	-	22.6	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	15.6	100.0%	-	100.0%	100.0%
Professional Staff:	15.6	100.0%	-	72.3%	63.4%
Teachers	12.3	78.9%	-	56.2%	50.5%
Professional Support	2.3	14.7%	-	12.8%	9.0%
Campus Admin. (School Leader.)	1.0	6.4%	-	2.7%	2.8%
Educational Aides:	0.0	0.0%	-	7.9%	9.5%
Total Minority Staff:	1.1	6.9%	-	25.1%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	-	6.5%	9.3%
Hispanic	1.0	8.1%	-	11.7%	23.7%
White	11.3	91.9%	-	78.4%	63.9%
American Indian	0.0	0.0%	-	0.8%	0.4%
Asian	0.0	0.0%	-	0.4%	1.3%
Pacific Islander	0.0	0.0%	-	0.1%	0.1%
Two or More Races	0.0	0.0%	-	2.1%	1.3%
Males	4.0	32.6%	-	24.0%	23.2%
Females	8.3	67.4%	-	76.0%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	-	4.8%	6.0%
1-5 Years Experience	5.0	40.7%	-	31.8%	30.0%
6-10 Years Experience	4.0	32.6%	-	22.7%	21.1%
11-20 Years Experience	0.3	2.3%	-	25.5%	25.0%
0ver 20 Years Experience	3.0	24.4%	-	15.3%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	10.6 yrs.	- yrs.	10.6 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	7.2 yrs.	- yrs.	6.5 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	-	-	$45,521	$41,272
1-5 Years Experience	$48,300	-	$47,448	$44,013
6-10 Years Experience	$47,630	-	$48,287	$46,604
11-20 Years Experience	$49,690	-	$51,852	$50,476
Over 20 Years Experience	$62,340	-	$63,510	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$51,542	-	$51,120	$48,638
Professional Support	$63,594	-	$55,177	$57,045
Campus Administration (School Leadership)	$86,369	-	$72,333	$70,819
Contracted Instructional Staff (not incl. above):	0.0	-	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$933,276	100.0%	$19,046	$1,033,214	100.0%	$21,086	-	-	-
Instruction (11,95)	$760,536	81.5%	$15,521	$852,156	82.5%	$17,391	-	-	-
Instructional-Related Services (12,13)	$18,900	2.0%	$386	$20,430	2.0%	$417	-	-	-
Instructional Leadership (21)	$9,283	1.0%	$189	$9,283	0.9%	$189	-	-	-
School Leadership (23)	$132,828	14.2%	$2,711	$139,616	13.5%	$2,849	-	-	-
Support Services-Student (31,32,33)	$11,729	1.3%	$239	$11,729	1.1%	$239	-	-	-
Other Campus Costs (35,36,51,52,53)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
By Program:									
Total Operating Expenditures	$933,276	100.0%	$19,046	$1,033,039	100.0%	$21,082	-	-	-
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Accelerated Education (24,30)	$2,754	0.3%	$56	$2,754	0.3%	$56	-	-	-
Gifted & Talented Education (21)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Regular Education (11)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Special Education (23)	$0	0.0%	$0	$1,494	0.1%	$30	-	-	-
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Other (26,28,29)	$930,522	99.7%	$18,990	$1,028,791	99.6%	$20,996	-	-	-

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	2	4.1%	-	14.3%	16.2%
Career & Technical Education	0	0.0%	-	16.7%	21.0%
Gifted & Talented Education	0	0.0%	-	8.7%	7.7%
Special Education	11	22.4%	-	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	-	7.1%	5.5%
Career & Technical Education	0.0	0.0%	-	3.6%	4.0%
Compensatory Education	11.1	90.7%	-	5.0%	2.9%
Gifted & Talented Education	0.0	0.0%	-	1.7%	1.9%
Regular Education	0.0	0.0%	-	68.0%	73.4%
Special Education	1.1	9.3%	-	12.0%	9.1%
Other	0.0	0.0%	-	2.6%	3.2%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

2011-12
Campus Improvement Plan
for
Sparks Campus

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

…in pursuit of excellence…

The mission of the Denton Public Schools, in partnership with home and community, is to provide the best educational opportunities in a challenging yet supportive environment where individuals and cultural diversity are respected, so that our students become knowledgeable and responsible citizens, capable of life-long learning and demonstrate the necessary skills to contribute productively in a complex and ever-changing world.

Sparks Campus's Mission Statement

The Sparks faculty and staff are committed to keeping detained students current with home ISD schedule, providing all students from many districts a state-recognized curriculum, and ensuring that all courses count towards graduation.

Board Goals

Denton Independent School District's Board Goals

I. Vision … In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning… In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate… In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement…In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources…In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility…In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Sparks Campus Campus Improvement Plan

2011-12 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Sparks Campus conducted a comprehensive needs assessment for the 2011-12 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendence
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

- Peims Report
- Court detention reports
- eSchools (Peims)

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Multi-Certified Teachers
- The Offered Class Courses
- Students are offered credit by exam and credit recovery

Needs

- Bilingual Aides
- Bilingual Materials
- Additional Class Time
- At-Risk Intervention-we need for Facility to respond faster as we implment their discipline plan.
- Our students are not allowed to speak Spanish to one another, but could to a teacher. At this time we only have ESL certification.
- Start the school day later. We currently begin at 7:45 due to Facility conflict with their schedule.

Summary of Needs

- With additional bilingual help, we would be able to better serve our non-English speaking students. With more at-risk intervention and additional class time we would be able to offer more acredited classes, to keep these students on track to graduate.

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Droupout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

- State Assessment Data
- Norm-referenced test: WRAT4
- Credit Completion

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Social Studies State Assessment Scores
- Regular Education Math
- Female Education Math
- Hispanic Math
- Students earn credit while here
- Students achieve more while at Sparks
- Gold Award in Social Studies
- Gold Award in Math Achievement

Needs

- Math State Assessment Scores from former tests.
- Departmentalize special Education Math
- Improving 8th Grade Math skills.
- Enriching 10th Grade Reading
- Students come in lacking credits
- Utilize credit by exam for more of our students.
- Difficult to interest student who are over age for level and have been out of school for a very long time.
- Credit recoupment for our long term students using collaboration with home ISD.
- Students come to Sparks with an erratic arrangement of credits. (may be a Sophomore-but have few core credits)

Summary of Needs

- Develop a way to challenge students who score above grade level so that their grades better align with functional assessments.
- Curriculum or classes to address the needs of special education students who score below grade level as well as to challenge students who score above grade level.
- Develop a way to help students who are lacking credits to earn those credits.

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

- Classroom and School Walkthrough
- Student Interviews
- Staff Interview
- Questionnaires
- Feedback Data
- Facility Directives

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Safe Location
- Many Resources
- More Control of Students than regular campus
- Higher Staff to student ratio
- Low staff turnover
- Booke Lana's teacher evaluation.
-
-

Needs

- We desperately need more physical space.
- Janitor/Cleaner Facility-Facility does not clean our areas.
- More Class Time-this would give us time for tutoring possibilities
- Classes divided by levels/subjects
- Negotiate with Facility for a bigger array of positive reinforcers allowed.
- Bilingual Aide
- Tutor/Homework has been requested by students.
- Outdoor time for students to work in outdoor learning opportunities.

Summary of Needs

- There are 3 basic areas that we can combine our needs. 1) Space/Cleanliness 2) Time 3) Attitude.
- 1) The building and classrooms need to be cleaned up and cleaned out to help create more space. A janitor is needed to help keep the classrooms clean. We need to remove unused materials from the building.
- The students need to be taught to take care of their materials and area.
- 2) The students are asking for more tutors and homework. Some teachers and students have requested that the classses be divided by grade levels and subjects. Both of these will require us to be more creative with our time.
- 3) The students are asking for positive reinforcers and outside activities. We need to focus on using the TEKS and being open to new ways fo teaching and interacting with the students.
- Both students and staff would like fewer distractions in the classroom by county staff, whether radio communication or talking to one another.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

- Teacher Certification Data
- Paraprofessional Qualifications
- Staff mobility
- Title I Part D Report 2010

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Multi-level Certifications
- close-knit group
- Very little turnover with staff and faculty.

Needs

- Clearly defined job descriptions for support staff
- Stay current with best practice researched based instruction that is applicable for our students.
- Need to fill open Math position
- Continue to maintain and update certifications with ESBEC through continuing eduction opportunities
- We need to continue our search for a bi-lingual staff who is willing to work in the jail situation.
- Need to eqalize opportunities for all faculty and staff so that all can attend at least one off site staff development.

Summary of Needs

- Clearly defined job descriptions for support staff
- Need for teachers to callaborate with outside colleagues at conferences
- Need to fill open Math position

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

- lesson plans
- district scope and sequence
- TEKS
- Collaboration of team members
- District AEIS report
- Student state assessment data
- instructional design/ delivery strategies
- Best practices/strategies for curriculum

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- meeting students at current level of performance
- "filling in" students' educational gaps
- small classes to increase focus on idividual students
- providing engaging and hands on activities for students in most classes
- many teachers focus on TEKS and state assesment standards

Needs

- more time to focus on individual course standards
- to continue working on instructional strategies and aligning activies to meet student needs
- increase higher order thinking skills and problem solving across content areas
- All teachers need to follow district scope and sequence
- All teachers need to focus on TEKS and state assesment standards

Summary of Needs

- Separation of classes into specific content areas-World Goegraphy, World History, etc instead of having all social studies classes mixed together in order to ensure student mastery of specific TEKs and mastery of state assessment standards
- Better alignment with district scope and sequence for all classes
- More horizontal alignment/collaberation between POST and Detention
- Implementation of higher order thinking skills
- Utilize the testing of the facility to implemment the instruction in the classroom.
- Facility to allow the Sparks Campus to have more flexibility with the assignment of classes-example if we could mix the females and males in the classes of the various disciplines.
- Determine positive reinforcement that the Facility will allow to encourage students.

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders and informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

- Fourth and fifth six weeks report cards for special education students
- data from Sparklers (community helpers)

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Family involvement in ARDS for our students.
- Open House at least once a year when possible.
- Communicate with parents by mailing reports and report cards to parents.
- Participate in a Title I survey
- Phone conferences with parents.
- Work with the Facility to develop communication with family members.
- Work with the Court system to secure infromation about students who are continuously enrolling and withdrawing.

Needs

- Streamline communications with the POST program about new students in the program.
- Update the campus information handbook which is given to each family upone enrollment.
- Communicate with receiving ISD and parents that student coursework and grades are valid-Principal's letter.
- Continue to seek campus community supporters for needs not covered by District funds.
- Steamline communications POST staff concerning familiy issues that would affect the learning environment for the child.

Summary of Needs

- Understanding that we are a unique environment due to our students being in a juvenile detention center and our relationship with the county facility.
- Understand our restrictions with both the students, families and communtiy participation.
- Understand the privacy of our student records because of the location of Sparks Campus.

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

- School schedule
- PLC schedule
- Facility documents
- Special Education documents.

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- All teachers are involved in decision making- involved stakeholders.
- Accumulated alternative resources for instruction
- Willing to think outside of the box to find solutions in our "detention" instruction arrangement.
- Multi leveled classroom
- PLC by campus and by programs.
- Communication with Sp. Ed.

Needs

- Additional copies of the WRAT
- Additional copies of the KTEA
- On site staff development
- Conferences on "at risk" students-like "Mean Girl".
- Heavy duty printer for the sp ed office to continue to provide the sp ed communication.
- We need to retain our full time diag which we were given and now she has been given other assignments.

Summary of Needs

- Our campus requires more specialized training that deals with the at-risk student.
- We need more benchmark testing materials such as the WRAT and KTEA.

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

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See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

- Using projectors in the classroom
- New DVD combos in the classroom
- New digital microscope for science class
- Addition of scanning ARD documments.
- Library is computer based.
- All teachers trained and access to AWARE

Needs

- Document viewers in every classroom.
- Promethean Boards/ Smart Boards
- New scanner
- More shredders
- Data backup
- Wi-Fi access in every classroom
- Laptop monitoring software
- Access to Adobe Photoshop software
- Continuity of printers and addition of newer color printers

Summary of Needs

- The addition of document viewers and promethean/ smart boards will open the avenues available to communicate and teach the curriculum through a vast array of resources available.

Comprehensive Needs Assessment Summary of Priority Needs

Demographics:
With additional bilingual help, we would be able to better serve our non-English speaking students. With more at-risk intervention and additional class time we would be able to offer more acredited classes, to keep these students on track to graduate.

School Culture and Climate:
There are 3 basic areas that we can combine our needs. 1) Space/Cleanliness 2) Time 3) Attitude.
1) The building and classrooms need to be cleaned up and cleaned out to help create more space. A janitor is needed to help keep the classrooms clean. We need to remove unused materials from the building.
The students need to be taught to take care of their materials and area.
2) The students are asking for more tutors and homework. Some teachers and students have requested that the classses be divided by grade levels and subjects. Both of these will require us to be more creative with our time.
3) The students are asking for positive reinforcers and outside activities. We need to focus on using the TEKS and being open to new ways fo teaching and interacting with the students.
Both students and staff would like fewer distractions in the classroom by county staff, whether radio communication or talking to one another.

Curriculum, Instruction and Assessment:
Separation of classes into specific content areas-World Goegraphy, World History, etc instead of having all social studies classes mixed together in order to ensure student mastery of specific TEKs and mastery of state assessment standards
Better alignment with district scope and sequence for all classes
More horizontal alignment/collaberation between POST and Detention
Implementation of higher order thinking skills
Utilize the testing of the facility to implemment the instruction in the classroom.
Facility to allow the Sparks Campus to have more flexibility with the assignment of classes-example if we could mix the females and males in the classes of the various disciplines.
Determine positive reinforcement that the Facility will allow to encourage students.

Student Achievement:
Develop a way to challenge students who score above grade level so that their grades better align with functional assessments.
Curriculum or classes to address the needs of special education students who score below grade level as well as to challenge students who score above grade level.
Develop a way to help students who are lacking credits to earn those credits.

Teacher Quality:
Clearly defined job descriptions for support staff
Need for teachers to callaborate with outside colleagues at conferences
Need to fill open Math position

Family and Community Involvement:
Understanding that we are a unique environment due to our students being in a juvenile detention center and our relationship with the county facility.
Understand our restrictions with both the students, families and communtiy participation.
Understand the privacy of our student records because of the location of Sparks Campus.

School Content and Organization:
Our campus requires more specialized training that deals with the at-risk student. We need more benchmark testing materials such as the WRAT and KTEA.

Technology:
The addition of document viewers and promethean/ smart boards will open the avenues available to communicate and teach the curriculum through a vast array of resources available.

Board Summary
Campus Improvement Plans
2011-12

Sparks Campus

Wildy Important Goals for 2011-12
WIG 1: Using DISD grading procedures & policies to attain AEC-AEIS standards, 75% of middle school students will earn semester grades of 70% or greater in all subject areas, and 80% of high school students will earn 70% of attempted credits during the 2011-2012 school year.
WIG 2: The campus will provide course options from state approved curriculum, as reflected by student transcripts, for 100% of students to insure academic advancement towards graduation during the 2011-2012 school year.
WIG 3: The Sparks Campus will promote safe, active, successful student participation, attendance and learning as measured by PDAS teacher observations; at least 80% of students will be present, engaged and on-task in all classes during the 2011-2012 school year (within DCJDC's state-mandated operating guidelines).

Campus Improvement Plan
Sparks Campus

WIG 1

Using DISD grading procedures & policies to attain AEC-AEIS standards, 75% of middle school students will earn semester grades of 70% or greater in all subject areas, and 80% of high school students will earn 70% of attempted credits during the 2011-2012 school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Acquire appropriate materials to improve student inquiry skills and stimulate creative thinking and skills through school-wde activities, student research and assigned projects **Person(s) Responsible:** Teachers **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Curriculum coordinators; Teachers; Principal; Title I, Part D 2 funds $45,175	[ ]	[ ]		Lesson plans and curriculum	Improved instruction across content areas and student progress on progress reports and report cards	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Develop multicultural lessons to celebrate and respect the diversity on our campus **Person(s) Responsible:** Teachers, DCJDC staff **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Approved guest speakers; Principal & district approved materials; Applied technology; Title I Part D 2 funds	[ ]	[ ]		DISD curriculum standards	Assessment of student work and projects	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide students with opportunities to participate in inquiry based learning and provide appropriate materials for research. **Person(s) Responsible:** Teachers, Information Service office, Purchasing office, Friends of the Library **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Academic supplies for inquiry and activities; Title I Part D 2 funds	[ ]	[ ]		TEKS/STAAR objectives with approval from DCJDC and principal to participate, continue to expand a research/library media center	Increased mastery of required TEKS objectives through teacher assessment of student work and pass content classes using library research materials and media	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide instructional support as recommending by prior home district or placement **Person(s) Responsible:** Teacher, Attendance Clerk, Aide **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Title I, Part D 2 funds $125,000	[ ]	[ ]	3	Provide appropriate coursework for all classes taught at Sparks	Passing grades; credits earned	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Maintain accurate attendance records on all students **Person(s) Responsible:** Teachers, Attendance Clerk, Registrar **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Attendance sheets; Title I, Part D 2 funds	[ ]	[ ]		Daily attendance records	Accurately completed attendance records	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Involvement with district-wide planning, content area training and technology training **Person(s) Responsible:** Principal, DISD curriculum staff, Teachers, Sp Ed director, Supervisors **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Sp Ed administrator; Supervisors; Curriculum coordinators	[ ]	[ ]		Needs assessment	Meeting attendance and participation documentation	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teachers will utilize software to provide instruction in TEKS and STAAR objectives, such as Eduphoria, Aware, PDAS and software for core content and Business/Technology classes. **Person(s) Responsible:** District STAAR curriculum, Staff development coordinators, Teachers **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Title I, Part D 2 funds; ATC support	[ ]	[ ]		Training in STAAR, Aware, Eduphoria and PDAS for all teachers	Implementation of TEKS to assist students to use reasoning instead of recall	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will provide activities which will enhance test-taking strategies. **Person(s) Responsible:** Teachers **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Lesson plans; Staff development	[ ]	[ ]		Evaluate students' test taking skills	Improved test scores	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to upgrade technology for instructional use, including the purchase and installation of 8 document cameras. **Person(s) Responsible:** Technology dept., Judy Bush, Principal **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Title I, Part D 2 funds	[ ]	[ ]		Staff and student needs assessment	Acquire classroom document cameras	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Identify or establish the correct State Standardized test for each student as per home campus, district, ARD, LPAC or teacher recommendations and observations. **Person(s) Responsible:** Testing coordinator, Registrar, ARD committee, LPAC committee, Principal, Diagnostician, At-Risk Teacher **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Title I, Part D 2 funds; Sp Ed funds	[ ]	[ ]		Request records from home campus	Receive transfer records; No "Other"s due to records-related issues during testing sessions	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Accurately and efficiently identify students from other school districts who are already included in Special Education Programs and provide Special Education teachers for their instruction. **Person(s) Responsible:** Registrar, Principal, Teachers, Diagnosticians, Inclusion teachers, SpEd clerks **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Registrar of sending school; T-Rex; Aware; parents; Sp Ed funds if available	[ ]	[ ]		Records requested from sending school district in a timely manner	Records received from sending school district; SpEd students identified and enrolled in SpEd; SpEd students receiving content mastery sevices as determined by ARD committee	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Identify students for evaluation with potential learning problems in a timely manner and as required by federal and state laws. **Person(s) Responsible:** Registrar, Principal, Teachers, Diagnosticians, 504/LPAC Coordinator **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Secretary; Sp Ed services; Aware; Title I, Part D 2 funds	[ ]	[ ]		Observation of students; response to students; RTI; 504 & LPAC meetings	Students receiving appropriate instruction with accomidations and modifications as directed by 504/LPAC committee	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Continue to add more resources to campus library tor school research and personal reading and provide training for English teachers in library management. **Person(s) Responsible:** Principal, Registrar, English teachers, Library services personnel **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Library services personnel; Title I, Part D 2 funds $7,400	[ ]	[ ]		Teachers signed up for training; P.O. for resources	More volumes in library; Teachers take over cataloging of new books	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Identify and provide coursework for students at the county jail who are within 6 credits of meeting graduation requirements and willing to work towards graduation. **Person(s) Responsible:** Maranda Matheson, Principal, Sandi Brackeen (Jail Education Coord) **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Academic supplies	[ ]	[ ]		Identification of students willing to work towards graduation credits; Students at the jail working toward final credits	Students at the jail receive appropriate credits/graduation	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Sparks Campus

WIG 2

The campus will provide course options from state approved curriculum, as reflected by student transcripts, for 100% of students to insure academic advancement towards graduation during the 2011-2012 school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instructional support and highly qualified, certified teachers for students "at risk" of dropping out of school. **Person(s) Responsible:** Teachers, Registrar, Aide **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	State compensatory educational funds	[ ]	[ ]		Pre-assessment and evaluation of students at entry; evaluation of prior school records	Post-assessment; credits earned and classes passed	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide a series of training on curriculum content and specialized "at risk" behavior/ adolescent criminal behavior. **Person(s) Responsible:** Curriculum department, Supervisors, Administration, DCJDC staff **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Campus-developed staff improvement opportunities as identified by Campus Needs Assessment	[ ]	[ ]		Individual teacher and campus goals as identified by CNA	Complete PDAS evaluations, registration or evidence of completed staff development	[ ] CNA [X] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff development on current special education law, modification pages, schedule/ARD agreement, confidentiality and transition appropriate for Sparks Campus. **Person(s) Responsible:** Sp Ed supervisor, Teachers, DISD Sp Ed department **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Principal, Sp Ed in-service, Supervisors, Diagnostician, Half-time LSSP, Title I, Part D 2 funds $1,500	[ ]	[ ]		Appropriate IEPs for identified Special Education students	RF Tracker report, growth documented towards IEP goals	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide transition and related services for all students identified as students with disabilities in this residential placement. **Person(s) Responsible:** Registrar, Principal, Teachers, Diagnostician **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Registrar, Sp Ed services	[ ]	[ ]		Records requested from sending school district	Records received from sending school district and sent to home district upon student's release from DCJDC	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [X] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Investigate and locate credits for students who have attended numerous schools in multiple districts/placements to ensure that students receive earned credits. **Person(s) Responsible:** Registrar, Principal **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Postage, Office materials, T-Rex, Phone investigations	[ ]	[ ]		Receive existing student records	Accurate report cards, transcripts, progress reports	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Communicate actively with DCJDC staff, counselors, caseworkers and probation officers to coordinate academic transition within the facility. **Person(s) Responsible:** Teachers, Principal, DCJDC staff **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Faculty/Staff, Time	[ ]	[ ]		Communication of court order	Number of individual successful transitions	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide summer school opportunities for Courage to Change students if Title funds & qualified Sparks teachers available and appropriate. **Person(s) Responsible:** Principal, Teachers, DCJDC staff, Curriculum coordinators **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	DISD curriculum; Title I, Part D 2 funds $3,700; Sp Ed funds if available	[ ]	[ ]		Needs assessment and transcript review to determine courses	Passing grades to earn credits	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Improve math and science mastery intervention planning and achievement for all students. **Person(s) Responsible:** Teachers **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Sp Ed funds; Title I, Part D 2 funds	[ ]	[ ]		Pre-test/WRAT IV; KTEA 2	Improvement in math & science grades & credits earned; improved math scores on WRAT IVand KTEA 2 post-tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Improve process to transition Sparks C2C students from Sparks Campus to JJAEP. **Person(s) Responsible:** Faculty & staff of Sparks Campus, DCJDC staff, Juvenile Court **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Teachers; DCJDC staff	[ ]	[ ]		C2C exit staffing requirements for transition to a JJAEP	A successful transition participation and application of Sparks Campus and C2C program skills	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide elective class credits that counts toward graduation for students. **Person(s) Responsible:** Teachers, Principal, Highly qualified and certified teachers **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Appropriate courses for Sparks Campus	[ ]	[ ]		Course requirements identified	Credits earned and passed by students	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Heighten community awareness about Sparks Campus's educational purpose and procedures. **Person(s) Responsible:** DISD Central Services, Teachers Registrar, Principal, Sharon Cox **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Faculty/Staff, Time	[ ]	[ ]		Participation in DISD departments & activities, and community service	Number of activities participated in within the ISD and community	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunities for parents to participate actively in school activities. **Person(s) Responsible:** Teachers, Principal, DCJDC **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Faculty/Staff, Time, Local Funds	[ ]	[ ]		Plan for events on campus that involve parents, graduation plans, extended course opportunities	Parent participation in events, such as Open House, ARDs, 504/LPAC commitiees, ISD and C2C graduation	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Maintain certification for Sparks teachers to reflect 4th through 12th grade certification in content area. **Person(s) Responsible:** Teachers, HR, SBEC, Principal **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Teachers, TEA, SBEC, Teacher/staff salaries	[ ]	[ ]	15	Tests to be taken for teacher certification and CPE credits	SBEC documentation of valid certifications, documented CPE credits	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Improve student academic achievement through the use of positive reinforcement, such as certificates for achievement. **Person(s) Responsible:** Teachers **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Approval from DCJDC; Faculty/Staff	[ ]	[ ]		Identification of students making honor roll, perfect attendence and other achievements	Improved individual assignment and report card grades	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide credit by exam for qualifying students. **Person(s) Responsible:** At-Risk Teacher, DISD counselors, Parents (applicable fees) **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Texas Tech, Fees from parents, At-Risk Teacher,	[ ]	[ ]		Enrollment & participation in testing	Credit earned	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [X] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Recouping credits lost on other campuses because of poor attendance (with permission of home campus). **Person(s) Responsible:** At-Risk Teacher, Home campus Administration, Sparks Campus Registrar, Clerk, Principal; DCJDC staff **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Title funds, County long-distance service	[ ]	[ ]		Permission received from home campus, Determining required seat time, Logging of hours	Completion of log requirements, Letter in student's cumulative folder, Home changes transcript to reflect credit earned	[ ] CNA [X] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Opportunity to participate in independent study for completion of graduation requirements **Person(s) Responsible:** At-Risk Teacher, Highly-qualified & certified teacher, Principal, Registrar **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Parent agreement to graduation level, curriculum packets	[ ]	[ ]		Form completion by parents & student; Appropriate curriculum identification; Implementation of independent study	Successful course completion	[ ] CNA [ ] RS [X] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Campus Improvement Plan
Sparks Campus

WIG 3

The Sparks Campus will promote safe, active, successful student participation, attendance and learning as measured by PDAS teacher observations; at least 80% of students will be present, engaged and on-task in all classes during the 2011-2012 school year (within DCJDC's state-mandated operating guidelines).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff development program on non-confrontational communication styles and appropriate behavioral methods for all teachers, DISD staff and DCJDC staff **Person(s) Responsible:** Staff development coordinator for DCJDC, Secretary, Principal, Sp Ed director **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Identified DISD in-service days, Substitute teacher for ;equired training	[ ]	[ ]		Plan programming and staff development	Participation and completion of program	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Inform students of non-negotiables for student behavior **Person(s) Responsible:** Teachers, DCJDC staff **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	None	[ ]	[ ]		Posting rules and signing behavior agreement	Increased number of students remaining in class	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers meet with Denton ISD LSSP, facility caseworkers and counselors to accommodate student behavior with facility rules. **Person(s) Responsible:** Teachers, DISD LSSP, DCJDC staff **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Sp Ed funds; Teachers, Staff	[ ]	[ ]		Point sheets	Increased classroom attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Return half-time diagnostician to full-time status. **Person(s) Responsible:** Sp Ed director, Human Resources, Principal recommendation **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Sp Ed director; Superintendent's Cabinet, Campus recommendation	[ ]	[ ]		Number of students requiring special education tests/records received interpreted by diagnostician	Adequate time for diagnostician to prepare for ARDs, perform required evaluations, ARDs and special education services	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Identify ESL and bilingual students and provide proper instruction and materials **Person(s) Responsible:** Teachers, ESL/Bilingual department, Registrar **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Registrar; ESL teachers; ESL/Bilingual department; LEP resources	[ ]	[ ]		Records requested from other schools	Records received and appropriate instruction provided	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop and promote a recycling and energy efficiency plan **Person(s) Responsible:** Teachers, Principal, Secretary/ Registrar **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	Local recycling facility	[ ]	[ ]		Identify 2 receptacles for recycling/trash in each classroom	Successful implementation of recycling program for each classroom	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Continue to refine classroom discipline system in accordance with district and TCJCP regulations, and improve communication between DISD faculy and DCJDC in-class staff. **Person(s) Responsible:** Teachers, Principal, DCJDC staff and treatment team **Completion Date:** Aug. 2011 - May 2012 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	TCJCP regulations	[ ]	[ ]		Warnings and redirections given in accordance with TCJDC standards	Fewer removals from class	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Compliance WIGs
Sparks Campus

2011-2012 Compliance WIGs
Denton Independent School District

Federal Programs Compliance

WIG 1 – Ideal State (Goal):
Provide all children with a fair, equal, and significant opportunity to obtain a high-quality education in order to reach proficiency on the State academic achievement standards (TEKS) and state academic assessments (STAAR, TELPAS, etc.).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Conduct a comprehensive needs assessment (CNA) **Person(s) Responsible:** Principal, Campus Leadership Team (CLT), Director of District Improvement and School Leadership **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Agenda(s), sign-in sheet(s), CNA Summary in CIP	State academic assessments, survey results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Allocate Title I funds to eligible campuses. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$1,240,529	[X]	[ ]		Budget spreadsheets and reports	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Develop Title I program plan in consultation with teachers, and other appropriate school personnel, and with parents of children on the campus; work in collaboration with other campuses in the development and implementation of CIP. **Person(s) Responsible:** Principal, CLT **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		CIP	State academic assessments, local academic assessments, local common assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide supplemental Reading Recovery and Descubriendo la Lectura (DLL) Teachers and Literacy Learning Facilitators to campuses that receive Title I funds. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Reading Recovery Lead Teacher, DLL Lead Teacher **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$944,602	[X]	[ ]	14	Semi-Annual Certification documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [X] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI
Provide supplemental Instructional Support Teachers to secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$62,202	[X]	[ ]	1	Time and effort documents	State academic assessments	[ ] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional develop activities such as Science and Math Academies for all K-5 teachers to all elementary campuses that receive Title I funds; provide professional develop activities such as Pinpointing training to all secondary campuses that receive Title I funds. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$124,827	[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[X] RMS [ ] P [X] SBR [ ] C [ ] IHQ [X] PD [ ] PI [ ] PCI
Reserve and utilize 1% of Title I funds to support campus and district parental involvement initiatives. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 6/11-8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$24,965	[X]	[ ]		Budget spreadsheets and reports	Increased parental involvement	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Seek technical assistance and support regarding Title I funds. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$16,545	[X]	[ ]		Principals' meeting agendas and sign-in sheets, email, phone calls, etc.	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Ensure parents have been informed concerning the statute, rules, and regulations authorizing schoolwide programs. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Website	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the results from the academic assessments are provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand. **Person(s) Responsible:** Principal, District Testing Coordinator, Testing Specialist, Coordinator of Data and Assessment **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Student assessment reports, NCLB School Report Card(s), website	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use the results of the student academic assessments to review the progress of Title I, Part A, funds and conduct an annual evaluation of programs assisted with Title I, Part A, funds and use the findings to modify and improve the programs; Periodically review the Title I program plan and, as necessary, revise the plan. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 9/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[X]	[ ]		Data Day binder, CIP	State academic assessments	[X] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Allocate Title I, Part D Subpart 2 funds to serve campus and district needs. **Person(s) Responsible:** Director of District Improvement and School Leadership **Completion Date:** 5/11, 8/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$186,295	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title II, Part A funds to improve the quality of the teacher workforce by providing initiatives such as instructional support teachers and providing professional development including training for Reading Recovery teachers and in the core content subject areas through training provided by curriculum and instruction staff. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$519,247	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Assistant Superintendent of Curriculum and Instruction, Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 9/11, 8/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[X]	[ ]		Eduphoria staff development records and evaluations	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Allocate Title III, Part A funds to serve campus and district Bilingual/ESL needs identified (see BE/ESL WIGs). **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Bilingual/ESL **Completion Date:** 5/11, 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	$387,846	[X]	[ ]		Budget spreadsheets and reports	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Federal Programs Compliance

WIG 2 – Ideal State (Goal):
Ensure 100% compliance on the NCLB Initial Compliance Review indicators meeting standard on the TEA ICR report.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate and integrate Title I, Part A, services with other educational services at the LEA such as Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to school programs and services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Indian children served under of Title VII, Part A; homeless children; and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$2,470 (Preschool); $6,241 (Homeless); $2,300 (Neglected)	[X]	[ ]		Agenda(s), sign-in sheet(s), budget spreadsheets and reports	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [X] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Conduct a comprehensive needs assessment. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership, Coordinator of Data and Assessment **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Data Day binder, Comprehensive Needs Assessment Summary of Needs	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Identify students on Targeted Assistance campuses who have the greatest need for special assistance and who are failing, or most at risk of failing, to meet the State's student academic achievement standards **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 8/11, 12/11, 3/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Campus documentation	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [X] PCI
Meet with stakeholders to revise and edit the district written parent involvement policy in conjunction with parents of participating students and distribute said to policy to all parents of participating students. **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A schools **Person(s) Responsible:** Director of District Improvement and School Leadership, EIC **Completion Date:** 10/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), District Written Parental Involvement Policy evaluation	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Work with stakeholders to revise and edit the campus written parent involvement policies in conjunction with parents of participating students and distribute said to policies to all parents of participating students. **Person(s) Responsible:** Principal, CLT, Director of District Improvement and School Leadership **Completion Date:** 12/11 **Benchmark Timeline:** [ ] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s), Campus Written Parental Involvement Policy	State academic assessments, increased attendance at parent involvement activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Hold the campus annual Title I meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. **Person(s) Responsible:** Principal **Completion Date:** 12/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI
Sign School-Parent compacts at each Title I, Part A campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards **Person(s) Responsible:** Principal, teachers, parents **Completion Date:** 10/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		School-Parent compacts	State academic assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [X] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	Implementation strategies as evidenced in walk-through visits, conferencing, etc., State academic assessments	[ ] CNA [ ] RS [ ] IHQ [X] OPD [ ] AHQ [X] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [X] PD [X] PI [ ] PCI
Provide communications about the Title I, Part A program in a format and, to the extent practicable, in a language that parents can understand; and develop the DISD Federal programs website to provide said information. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 6/11-8/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Student Handbook and Code of Conduct, handouts, flyers, website	State academic assessments	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
File Title I, Part A campus a written attestations that are signed by the campus principals stating that the principal understands the requirements of Section 1119 and the current status of his/her campus with respect to meeting those requirements. **Person(s) Responsible:** Principal, Director of District Improvement and School Leadership **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Principal Attestation	State academic assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Consult with participating private nonprofit school officials regarding the development and implementation of the Title I, Part A program in a timely and meaningful way prior to making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in the program, and continue throughout the implementation and assessment of program activities. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 4/11, 9/11, 4/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Affirmation of Consultation	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI
Provide services to eligible students attending private schools and provide timely, ongoing, and meaningful consultation with private school officials regarding such services. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 8/11-6/12 **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	$47,975	[X]	[ ]		Affirmation of Consultation, services to each participating private nonprofit school(s)	Assessment results	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Academically assess Title I, Part A services provided to participating private schools as agreed upon during consultation, and use the results to improve services to private schools. **Person(s) Responsible:** Director of District Improvement and School Leadership, PNP principals **Completion Date:** 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Assessment(s) used at each participating private nonprofit school(s)	Assessment results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [X] A [X] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with teachers, paraprofessionals, principals, other relevant school personnel, and parents in planning Title II, Part A program activities and preparing the LEA application for funding; and coordinate professional development activities funded under Title II, Part A with professional development activities funded under other Federal, State, and local programs. **Person(s) Responsible:** Director of Elementary Curriculum, Director of Secondary Curriculum **Completion Date:** 5/11, 5/12 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Maintain appropriate time and effort records for staff who are paid in whole or in part with Title I, Part A, Title II, Part A, and/or Title III, Part A **Person(s) Responsible:** Director of District Improvement and School Leadership, Teachers **Completion Date:** Monthly **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Time and Effort Reports, budget reports	State academic assessments, local assessments, common assessments	[ ] CNA [ ] RS [X] IHQ [X] OPD [X] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [X] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Update written agreement between the LEA and applicable correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system, which details the Title I, Part D, Subpart 2 program **Person(s) Responsible:** Deputy Superintendent **Completion Date:** 9/11 **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		Updated Interlocal Agreement	Updated Interlocal Agreement	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that the data entered on the Compliance Report matches the application and that the appropriate boxes are completed on the Compliance Report. **Person(s) Responsible:** Director of District Improvement and School Leadership, Director of Elementary Curriculum, Director of Secondary Curriculum, Director of Bilingual/ESL **Completion Date:** 6/11, 6/12 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)		[ ]	[ ]		Agenda(s), sign-in sheet(s)	NCLB Initial Compliance Review report	[X] CNA [X] RS [X] IHQ [X] OPD [X] AHQ [X] PI [X] T [X] A [X] AA [X] C	[X] RMS [X] P [X] SBR [X] C [X] IHQ [X] PD [X] PI [X] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Special Education Compliance

WIG 1 – Ideal State (Goal):
Reduce the LEA rating form two (2) to zero in accordance with Section 616 (a)(1)(C)(i) of the Individuals with Disabilities Education Act of 2004., and 34 Code of Federal Regulations (CFR) 300.600(a) by reaching compliance on State Performance Plan (SPP) indicators, Residential Facility (RF) Monitoring and PBMAS.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
To meet state and federal timelines related to Child Find ages 3-21, as specified in SPP indicators 11 and 12 **Person(s) Responsible:** Campus personnel Parents General and special education teachers Evaluation professionals Clerical support staff Campus intervention teams **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent permission Data collection instruments such as, RtI data, assessment protocols, Special Education Manager (SEM) and PEIMS	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Students will successfully complete public school by fulfilling transition activites identified in their IEPs that lead to graduation and support postsecondary goals **Person(s) Responsible:** Students Parents Campus Teams Adult Agency Service Providers **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Individualized Education Programs (IEP), Transition materials and curriculum Communitybased instruction Adult service agencies	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Obtain Compliant status on RF Monitoring through TEA **Person(s) Responsible:** TEA Monitor, Special Education Director, Special Education Supervisors, Evaluation Personnel, District Leadership, Campus Admn., Special Education Teachers, Support Staff, Related Service Providers, Transition Specialist, and transition teachers **Completion Date:** Sprg 2009- Fall 2010 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	RF Monitoring document Student records (IEP, PEIMS, Teacher data, Report cards, Academic Achievement Records, students' schedules), Check lists, etc	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Reduce PBMAS performance levels from two (2) to zero for African American representation and from one (1) to zero for discretionary disciplinary placements. **Person(s) Responsible:** Students Parents Campus Admin. General and Special Education staff Counselors Licensed Specialists in School Psychology (LSSP) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Special Education Operating Guidelines, Diversity training, Student Code of Conduct Individualized Plans for Discipline (BIPs or Contracts) RtI strategies and data, Texas Education Code Chapter 37, Support Services such as counseling and psychological services	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Special Education Compliance

WIG 2 – Ideal State (Goal):
Students with disabilities will meet or exceed state standards in all areas on district and state assessments.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
All students with disabilities will receive quality instruction that enhances learning and assessment performance. **Person(s) Responsible:** Students Parents Educators Admin. Staff District level support personnel (curriculum, special education, technology , etc.) **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	General education curriculum, Specially designed curriculum, Curriculum based assessment, standardized assessments, Professional development, Supplemental materials, assistive technology	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provision of professional development that expands teacher knowledge in the implementation of specially designed instruction, curriculum-based assessment, IEP development and implementation and data collection. **Person(s) Responsible:** Special Education Admin. team, Campus Admin., Curriculum Dept. Special Education Teacher Leaders Independent Contractors **Completion Date:** Sprg 2010- Sprg 2013 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State Guidance related to IEP development Training through Region XI and Denton ISD	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Bilingual Compliance

WIG 1 – Ideal State (Goal):
Ensure that the district Bilingual/ESL program meets 100% of state and federal compliance. To increase LEP student achievement in ESL English Science from 42.4% to the new state assessment passing stardard which will be set by 2013 to meet the PBMAS science performance standard .

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The process of identifying, assessing and placing ELLs will be done efficiently and effectively through the LPAC process as outlined by district & state guidelines. **Person(s) Responsible:** Admin/LPAC/Campus Staff **Completion Date:** within 20 days of enrollment **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Testing kits, Paraprofessionals, Teachers	[ ]	[ ]		LPAC meetings, review blue folder LEP documentation and home language surveys	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will review all required documentation, procedures and maintenance of LPAC folders to meet compliance guidelines including the assurance that there is only 1 Home Language Survey in the student's permanent record as required by Chapter 89.1215. **Person(s) Responsible:** LPAC Chair/ Campus Administrators **Completion Date:** Upon enrollment, mid-year, end-of-year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Staff	[ ]	[ ]		Review blue folder LEP documen- tation, LPAC meetings	PEIMS (LEP Report)	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The Bilingual/ESL program will be an integral part of the regular education program, teachers will use state adopted textbooks in both languages (BE) and English (ESL) and will address the affective, linguistic, and cognitive needs of ELLs during daily instruction. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Textbooks, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Teachers will increase the English proficiency of ELLs by providing a high quality language instruction program that is research-based, demonstrating the effectiveness of the program, as it relates to the acceleration of language proficiency and academic achievement in the core areas. **Person(s) Responsible:** All Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP, Materials, Staff	[ ]	[ ]		Lesson Plans, Classroom visits	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will ensure that bilingual or ESL teachers are serving all ELLs and that proper documentation on researched intervention plans are created for each ELL as required by district and state guidelines. **Person(s) Responsible:** Admin/ Staff **Completion Date:** Each 6 wks. **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Programs, Staff	[ ]	[ ]		Review blue folder LEP documentation, grades	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will plan preventions and interventions for ELLs to meet AYP in Reading and Math, as well as the progress and attainment of the English language through linguistic accommodations provided daily as required by the state and NCLB. **Person(s) Responsible:** Admin/ Staff **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC & AYP Performance TELPAS results ELL progress	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will plan preventions and interventions for ELLs to meet or surpass the PBMAS standards on STAAR Reading/ELA, Math, Science, Social Studies and Writing. **Person(s) Responsible:** Admin/ Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Staff	[ ]	[ ]		Student Performance	STAAR/EOC Performance TELPAS results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide researched-based staff development to all teachers and staff on best teaching practices for ELLs. **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** Campus Staff Dev. days **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Trainers	[ ]	[ ]		Teacher participation, Eduphoria	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The schools will ensure that English Language Arts teachers serving ELLs obtain TELPAS rater certification and participate yearly in the on-line refresher courses required by NCLB. **Person(s) Responsible:** Admin/ BE/ESL staff/District Testing Coordinator **Completion Date:** March 9, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	BE/ESL Central Staff; Technology Internet Sites; Training; Staff	[ ]	[ ]		Teacher participation in TELPAS sessions	Number of TELPAS certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will increase the number of ESL certified instructional staff to serve the ELL population and meet state and federal mandates **Person(s) Responsible:** Admin/ BE/ESL Staff **Completion Date:** January 28, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Trainers; Materials; TExES exam	[ ]	[ ]		Teacher Participation in ESL Certification Sessions	Number of ESL certified teachers	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The schools will provide community participation programs, family literacy services, parent education and outreach opportunities as well as raising awareness of the benefits of the BE/ESL programs . **Person(s) Responsible:** Admin/Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Materials, Presenters	[ ]	[ ]		Parent participation	Student performance on PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure all bilingual, ESL, and migrant student demographic coding is 100% accurate for the October Snapshot. All students' spring testing documents under the demographic coding should be 100% accurate. **Person(s) Responsible:** LPAC chairs, Testing Coordinators and Program Supervisor **Completion Date:** October 28, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	LEP Report	[ ]	[ ]		October Snapshot	STAAR/EOC student documents	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The school will provide required instructional time for ESL services for bilingual and ESL students. **Person(s) Responsible:** LPAC Chair, Campus Admin. **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Certified Teachers, ESL resources	[ ]	[ ]		LPAC Paperwork	PEIMS coding	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
The high schools will ensure that the LEP students are placed on a RHSP/DAP plan for graduation. **Person(s) Responsible:** Counselor/ LPAC chair **Completion Date:** June 1, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counselor, graduation plan	[ ]	[ ]		Class Schedules/ Graduation Plan	Graduation with RHSP/DAP	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
The school will ensure that all teachers have attended a state mandated professional development of the ELPS and will implement them as an integral part of each subject in the required curriculum. Teachers will participate in a yearly review of the ELPS and know the proficiency levels of ELLs and accomodate instruction to ensure students progress one level to meet the state ELL Progress indicator. **Person(s) Responsible:** TOT/Admin. **Completion Date:** June 2, 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	TEKS/ELPS	[ ]	[ ]		Teacher participation in training, lesson plans and walk-throughs	Student performance on STAAR/EOC, TELPAS, ELL Progress, and PBMAS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 2 – Ideal State (Goal):
Ensure that the district bilingual/ESL program meets 100% of state and federal compliance. To meet Annual Measurable Achievement Objectives (AMAOS).

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide professional development for the improvement of instruction and assessment of LEP students or enhance the ability to understand and use curricula, assessment measures and instructional strategies for LEP students. **Person(s) Responsible:** Admin./BE/ESL Coordinators **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	SIOP materials handouts teacher resources trainers	[ ]	[ ]		Teacher participation Classroom observation	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Ensure that all bilingual teachers are proficient in both English and Spanish speaking, reading and writing. **Person(s) Responsible:** Campus Administrators **Completion Date:** upon hiring **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	resume, Teacher Insight application, District bilingual teacher Language Proficiency Assessment	[ ]	[ ]		Classroom instruction observation, Bilingual Cerification Teacher Writing Samples	Student Biliteracy as evidenced by TELPAS, ELI, SELI, , and English and Spanish OLPT & STAAR/EOC.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide instruction in language development to ensure progress and attainment of the English language. **Person(s) Responsible:** Campus Administrator, teachers **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental instructional materials and resources	[ ]	[ ]		teacher lesson plans including ELPS	AMAOs results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunites for parent involvement through bilingual communication, parent informational meetings and reporting student progress. **Person(s) Responsible:** Campus Administrator, LPAC Chairperson, BE/ESL Staff **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	EOY Student Progress Letter to parents, Understanding Assessment handouts, Parent newletters, flyers etc. in English and Spanish	[ ]	[ ]		Parent interest and attendance	Student Grades, STAAR/EOC Performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide or upgrade supplemental curricula, instructional materials, educational software and/or assessment procedures. **Person(s) Responsible:** Campus Administrator, BE/ESL Department **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	supplemental math and science materials,	[ ]	[ ]		classroom resources	STAAR/EOC Performance TELPAS Results	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Bilingual Compliance

WIG 3 – Ideal State (Goal):
Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly. **Person(s) Responsible:** ESC Region XI SSA (Shared Service Agreement) **Completion Date:** May 31, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS generated PFS report	[ ]	[ ]		enrolled migrant students	Report of services provided to students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year. **Person(s) Responsible:** ESC Region XI staff and school contact Summer school teacher **Completion Date:** July 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	math curriculum reading curriculum	[ ]	[ ]		Priority for Services Report	Pre/post tests	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual **Person(s) Responsible:** ESC XI staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	UT Austin Graduation Enhancement Program	[ ]	[ ]		9th grade course sheets	Course completion rates	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students **Person(s) Responsible:** ESC XI staff and school counselors **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student transcripts	[ ]	[ ]		Priority for services report, PGP	Graduation rate of migrant students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Monitor NGS course completion for PFS students with late entry and early withdrawal **Person(s) Responsible:** ESC XI Migrant Staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS reports, student transcripts	[ ]	[ ]		Due to mobility, migrant students often have inconsistent course placements.	Student transcript	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning. **Person(s) Responsible:** ESC XI migrant consultant **Completion Date:** May 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Purcahse Order/contract	[ ]	[ ]		Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP). **Person(s) Responsible:** ESC XI migrant stafrf **Completion Date:** February 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	List of students traveling to different states	[ ]	[ ]		Phone calls/emails to TMIP	Certificate of completion, student transcript, passing state assessment	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide monthly NGS PFS report to each campus with identified PFS students. Meet with PFS migrant parents to explain how their students were identified and what services are available to these students **Person(s) Responsible:** ESC NGS specialist ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	NGS PFS student report Parent meeting Handouts Registration	[ ]	[ ]		enrolled migrant students	Completed reports Completed parent conference form	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal. **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	District policy and procedures Staff development event (registration) Event agenda	[ ]	[ ]		migrant students registered	District policy/procedures	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts **Person(s) Responsible:** ESC Migrant staff and school staff **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Meeting materials	[ ]	[ ]		enrolled migrant students	Meeting agenda Registration/sign in sheet	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide parents with information on community health services and non-profit agencies at parent meetings **Person(s) Responsible:** ESC Migrant consultant, community agencies **Completion Date:** May 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE and the migrant hotline number to students and families **Person(s) Responsible:** ESC Migrant consultant **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Brochures, fliers, Marketing materials	[ ]	[ ]		enrolled migrant students	Feedback from families and health/social services agencies	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Make home visits to parents of PFS students who do not attend PFS meeting(s) at school **Person(s) Responsible:** ESC migrant recruiters/consultants **Completion Date:** May, 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	none	[ ]	[ ]		PFS migrant students	feedback from parents, student performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Health Services Compliance

WIG 1 – Ideal State (Goal):
All campuses will participate in the Department of State Health Services required screenings, including vision, hearing, Type II Diabetes Risk Assessment and postural. Screenigns are done to identify possible problems, provide referrals for additional diagnostic evaluations, obtain treatment when indicated and track follow ups and referrals. Vision and hearing screening will be completed in 100% of the students within the first 120 days of instruction.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Vision and Hearing Screening-state Required Grade Levels **Person(s) Responsible:** Campus Nurse **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN, Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All students who are 4 before September 1, Kindergarten, First, Third, Fifth and Seventh Grade students and new addmissions will be screened within the first 120 days of school- All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learnign and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Vision and Hearing Screening- Request of teacher, parent , student **Person(s) Responsible:** Campus RN Administrator, Classroom Teacher, Parent **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN	[ ]	[ ]		Any student who is referred for vision or hearing screenign will be screened. All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Visionand hearing problems will be identified with referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on learning and student success	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Type II Diabetes Risk Assessment **Person(s) Responsible:** Campus RN **Completion Date:** Fall Sememster **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		Reports will be submitted to UT- Pan AM before the March 30 deadline each school year All results will be posted in SNAP (health services electronic medical record system) .Referral and followup will be documented in SNAP when it is received.	Students who are identifed as possibly at risk to develop type Ii diabetes will have additional health assessments including height, weight, BMI and blood pressure monitoring. Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Postural Screenign **Person(s) Responsible:** Campus RN **Completion Date:** Spring Break **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN Collaboration with Campus administraton in scheduling and completing required screenings	[ ]	[ ]		All results will be posted in SNAP (health services electronic medical record system) Referral and followup will be documented in SNAP when it is received.	Referrasl for additional evlaution and treatment if indicated will be done as quickly as possible to decrease the negative impact on the student's health and wellbeing.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 2 – Ideal State (Goal):
All campuses will comply with SB 27 and FFAF(local) and FFAF (legal) in the management and care of students with a diagnosed food allergy at risk for anaphylaxis based on guidelines developed by the commissioner of state health services. The district policy that has been in place since 10/23/2007 was reviewed and is applicable for not only food allergies but any student at risk for anaphylaxis.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
School Nurses- Role of Nurse after notification **Person(s) Responsible:** Campus RN **Completion Date:** upon receipt of information **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider Child Nutrition	[ ]	[ ]		School RN will have documentation: 1) the student's risk for anaphylaxis- with the allergen listed 2) Student's knowledge and ability to identfiy allergen 3)Plan of Emergency Care - signed by physicain and parent 4) Notification to Child Nutrition and Cafeteria Site Manager 5) Documentation of permission for info to be shared and to whom and how much could be shared 5) Notification of classroom teacher, notice on classroom door and letters to parents of students in the class-if permited by parent	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Campus RN **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parent Health Care Provider	[ ]	[ ]		After receiving the student's medical plan the campus RN will develop an IHP (individualized Health Plan) for the student. The plan will include a well defined emergency plan for the student.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Emergency Care Training of Personnel **Person(s) Responsible:** Campus RN **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus RN District employee- designated by campus administration Bus driver if indicated Activity sponsor- if indicated	[ ]	[ ]		Each campus will ensure that at least one person is present and available to administer Epinepherine (Epi-Pen) when a student with a life threatening allergy is in attendance at school. Documentation of training will be available on campus and a copy sent to the Director of HS- Documentation will be maintained for 5 years.	Knowledge of student's specifc allergen and emergency care plan resulting in timely and appropriate care if exposed to allergen.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Annual Employee Training **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Safe School Campus RN	[ ]	[ ]		Documentation of Course completion	Knowledge of common allergen and basic emergency care resulting in timely and appropriate care.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 3 – Ideal State (Goal):
In compliance with TEC 33.202 for Required Safety Training , safety training and documentation of training must be completed by: coaches, trainers and sponsors of any extracurricular athletic activity and directors of marching bands. The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. The required student training for those particiapting in extracurricular athletic activites must be completed.
In compliance with TEC 22.902, the District will annually make availabe to district employees and volunteers instruction in CPR and AED.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required Safety Training -Staff **Person(s) Responsible:** Campus Required to have training Campus RN - CPR/AED skills check off **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include : CPR/AED certification, emergency action planning, communicating effectivley with 911 and EMS personnel, recognizing the symptoms of potentially catastrophic injuries and a safety drill. Safe School CPR/AED- Campus RN	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Required Safety Training-Students involved in athletics **Person(s) Responsible:** Coaches and Trainers **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The training must include: 1) recognizing the symptoms of potentially catastrophic injuires 2) the risks of the use of dietary supplements designed to enhance or marketed to enhance athletic performance	[ ]	[ ]		Documentation of training-	Students will be able to recognize the potential of catestrophic injuries and the risks of the use of dietary supplements designed to enhance athletic performance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Required CPR and AED Training- TEC 22.902 Personnel who are required to receive training: school nurse, athletic coach or sponsor, PE instructor and teachers, marching band directors, cheerleading coaches, trainers and students who serve as athletic trainers. **Person(s) Responsible:** Campus RN and individual employee **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The district shall annually make available to distirct employees and volunteers instruction in the principles and techniques of CPR and the use of an AED.	[ ]	[ ]		Each employee will maintain written documentation of their training	Staff and personnel better equipped to care for staff and students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 4 – Ideal State (Goal):
Student success will be supported on all campuses by Registered Nurses who utilize the nursing process and comprehensive assessment skills to provide care to the individual student based on his/her needs. The nurse will assess the student and when it is healthy and safe the student will be returned to class to decrease loss of instruction. Students will receive appropriate care and when indicated the parent wil be notified or EMS called.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Services- referrals to the health room **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus staff will be provided with written guidelines and instructions for health room referrals. If there is any concern, the teacher may contact the nurse for guidance. Staff will be provided with bandaids to use if needed.	[ ]	[ ]			Decrease the amount of instruction time lost on unecessary referrals. Health room visits can be monitored	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Room- Exclusions for Illness based on state guidelines **Person(s) Responsible:** Campus RN, staff **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Parents and staff will be provided information regarding those conditions that students must be excluded from school ,including readmission criteria. The information is avialable from the campus nurse and of the DISD health services website, and the 2011-12 Student Code of Conduct page 55.	[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Instruction for Healthy lifestyle and illness prevention **Person(s) Responsible:** **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus RN in collaboration with the classroom, PE and health teachers will provide instruction on health related and illness prevention	[ ]	[ ]		Campus RN will provide age, gender and grade appropriate instruction based on the request and need of the teacher		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Health Services Compliance

WIG 5 – Ideal State (Goal):
The members of the Health Services department will identify and implement ways to improve the overall health and fitness of our staff to decrease absences due to illness, loss of instructional time and to facilitate student success.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Seasonal Flu vaccine provided to all full time staff at no charge **Person(s) Responsible:** Director of Health Services. DISD Insurnace and Benefits dept, and DRMC **Completion Date:** Mid Novenber 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]		All seasonal flu vaccines were completed before the Thanksgiving break	Reduction in absences due to flu and flu-like illnesses	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Committee	[ ]	[ ]		Information sent to campuses for posting on Wellness Bulletin Board		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with information on resources to meet their physical and medical needs **Person(s) Responsible:** Campus RN **Completion Date:** ongoing **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Facutly meetings Individual meeting with campus RN	[ ]	[ ]			Evidence of positive outcomes from medical intervention	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Health Promotion for Staff **Person(s) Responsible:** Director **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Jazzercise	[ ]	[ ]		Particiapation in Jazzercise classes held in the employee Wellness Center	Increase in overall health of staff	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Health Promotion for Staff **Person(s) Responsible:** Director and members of Health Services **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Employee Wellness Day and Health Fair	[ ]	[ ]		Over 650 employees, their family members and vendors attended the 2011 Fair- The 2012 date is Feb 18, 2012	Positive response and attendance	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Gifted and Talented Compliance

WIG 1 – Ideal State (Goal):
Staff development related to the specific needs of gifted children will be provided for parents and all interested staff members.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
EXPO teachers will receive 30 hours of gifted and talented workshops within one semester of being hired to work with gifted and talented students. **Person(s) Responsible:** GT Coordinator, GT teachers, Principals **Completion Date:** December or June **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
After completion of the intial 30 hours of gifted and talented workshops, EXPO teachers will receive a yearly 6 hour gifted and talented update workshop. **Person(s) Responsible:** GT Coordinator, GT Teachers, Principals **Completion Date:** June **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	GT Teachers, GT Presenters, Current Reserach, TAGT conference, SMU Lecture Series, ESC Region XI	[ ]	[ ]		Certificates from the gt workshops	Evaluations by EXPO students, EXPO parents, and DISD staff.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

School Counseling Compliance

WIG 1 – Ideal State (Goal):
Each Campus employing a full time Counselor must implement a comprehensive school guidance and counseling program in compliance with SB 518 and Board Policy FFEA Legal and FFE Legal; EJ Legal and Local; EHBK

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
1. All School Counselors assume responsibilities for working with school faculty, staff, administrators, students, parents and community to plan, implement and evaluate a campus developmental guidance and counseling program including the 4 components: Guidance; Responsive Services; Individual Planning; System Support. The Guidance Plan must: • Address special needs of student at risk of dropping out, becoming substance abusers, participating in gang activities or committing suicide; • Include parent consultation and referrals as appropriate; • Involve consultation with staff, parents, and community to support student success; and coordinate people and resources; • Interpret and use assessment data to help students make educational and career plans • Include counselor led guidance or consultation to teachers who may provide guidance activities **Person(s) Responsible:** School Counselors initiate and collaborate with those listed above. Principal supports the development and implementation of the comprehensive, developmental school counseling model.	Counseling Program Development Guide available online at TEA website, Curriculum Section at http://www.tea.state.tx.us/index2.aspx?id=4207 Additional resources available from ASCA including School Counselor Competencies http://www.schoolcounselor.org/files/SCCompetencies.pdf and National Model information at http://ascanationalmodel.org/ including ASCA Audit form O Drive Counseling Services Folder: Forms include -- Vanderbilt Scales for screening -- At Risk Assessment -- Parent notification of At-Risk status (English and Spanish) -- and Other forms Eduphoria/Aware contains RTI, 504, PGP forms Counselor annual needs assessment should include review of Campus data for trends in State Testing Programs, AEIS reports, Campus Accountability Reports, enrollment data, student attendance and discipline; Special Ed; BL/ESL; 504 lists; and E-School Plus at risk lists. Counselor Accountability Project should target specific groups of students to receive planned series of counseling services strategically designed to improve the student's ability to be successful in the school setting. Denton ISD Office of Counseling Services is available to support campus implementation and evaluation.	[ ]	[ ]		• Counseling Needs Assessment conducted at the end or beginning of each school year; • Long Range (3 to 5) year annual guidance program plan developed (based on campus improvement goals and counseling needs assessment) and evaluated annually to drive campus annual plan. • Oct.1--annual plan for campus guidance program submitted to director of counseling; • Counselor Assignment sheet signed by principal and counselor • Oct.1--Counselor Accountability Project submitted to Director of Counseling after consultation with campus administration; • January--Mid-year review of counselor project and plan;	On Site visits by central office staff. Counselor participation in regularly scheduled Counselor meetings and staff development training. Data analysis: • Summary Logs showing movement toward targets in the four components of counseling program • Reduction in office referrals • Improved School Climate improvement as measured in annual needs assessments • Improved attendance • Reduction of drop out rates and increasein promotion & graduation rates • Increased education of staff and parents regarding at risk factors (abuse, bullying, drugs &	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Counselor is evaluated annually by the assigned campus supervisor utilizing the district Counselor Evaluation Tool found on the O Drive in the Human Resources folder and in the Counseling Services O drive folder. Principal is responsible for submitting annual evaluation to HR; Counselor is responsible for submitting copy of annual review to the Director of Counseling. **Completion Date:** 3 to 5 year cyles from program planning, implementation and evaluation **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)					• Counselor Logs—submitted at the end of each 6 weeks to Principal & Director of Counseling for evaluation of progress toward target goals in the 4 components. • Submission of At Risk Reports	alcohol, dating violence, harrassment, and suicide prevention) Accountability Project Results Reports Counselor Annual evaluations by principals		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
2. Academic Guidance provided by Counselors in accordance with Policy EJ Legal and EJ Local: • Elementary and Middle School Counselors: each counselor must advise students/parents regarding the importance of higher education, coursework to prepare, financial aid and requirements. • High School Counselors: Each HS Counselor is required to provide information to students and parents in the first year and senior year of HS regarding the advantages of the recommended or higher diploma plan; disadvantages of the GED and/or the minimum plan; financial aid availability and requirements and automatic admissions. • Each high school in the District is required to post appropriate signs in each counselor's office, in each principal's office, and in each administrative building indicating the substance of the automatic admission provisions of Board Policy EJ Legal and Local. Education Code 28.026 **Person(s) Responsible:** School Counselors; Class Advisors; Principals **Completion Date:** See Policy EJ and Guidance Plan **Benchmark Timeline:** [X] Initial (Beginning) [ ] Interim (Formative) [X] Final (Summative)	Policies EJ Legal and EJ Local directives concerning Academic Guidance; Class Rank and GPA and Automatic Admission requirements; Counselor Guidance Resources; Brochures and materials from THECB; College Board; ACT; IBO; AP; PSAT; GO Centers; Texas Association of College Admissions Counselors; Texas College Counseling Association (TCA Division); Region XI trainings; Gear Up material,	[ ]	[ ]		Calendar of events citing meetings designed to meet the requirements of the law; Materials developed to disseminate information to students, staff, and parents; Website information about the importance of post secondary education and financial aid opportunities and requirements; Slideshows and/or videos developed for group guidance; Evaluation of current college testing assessment data and student perception data gathered through exit surveys and other student/parent survey data.	Increase in numbers of students and parents attending informational events related to academic guidance for higher and post secondary education opportunities; Increased enrollment in college preparatory classes; Increased enrollment in institutions of higher education and post secondary training.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
3. In accordance with Policy EHBK, Each middle and high school will participate in the District "Centrury Texas Week" by providing to students comprehensive grade-appropriate information about the pursuit of higher education including the following: • Higher education and post secondary options; • Admission requirements (gpa; required coursework; assessments) • Rules for Automatic Admission • Financial Aid availability and Requirements • Speaker to promote the importance of higher education Elementary Schools are encouraged to participate with a College Week or College Day campus activity. New Generation Texas Guidelines (previously known as Education Go Get It) recommend that the district observance occur in November. Denton ISD plans Activities highlighting the importance of higher education and training the week of the Nortex College Fair in September, National Wear Your College Colors Day in the fall, Generation Texas Week in November, and during the 8th grade Transition meetings in late January and the 5th grade Transition meetings in early May/late April. **Person(s) Responsible:** Principals, Counselors, Teachers **Completion Date:** HS: Nortex/Sept.; 8th Transition meetings Jan.; 5th Transition meetings May; Elem. College Day/Week **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Policy EHBK; Counselor Guidance Materials; College Ed Materials fromCollege Board; Path To Scholarships Groups--Leaders and materials; THECB and College for All Texans websites ACT and College Board Websites http://gentx.org/ www.collegeforalltexans.com http://www.knowhow2go.org/ Path to Scholarships Materials (MS & HS) College Ed materials (MS) College Day/Week Guidance (Elem) Career Counselor materials	[ ]	[ ]		Agendas, notes and recommendations from "Generation Texas" campus planning team; Guidance Plan and Calendar District and Campus PR efforts	increase Campus College-Going Culture as measured by Principal and staff observation; data from campus surveys and increase in participation numbers at scheduled events from year to year.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 2 – Ideal State (Goal):
A principal shall designate a guidance counselor, teacher, or other appropriate individual to develop and administer a personal graduation plan (PGP) for each student enrolled in a junior high, middle, or high school who
has failed one or more TAKS/EOC exams or who is otherwise designated at-risk of not graduating on time. Board Policy EIF Legal

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Person(s) Responsible: **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)		[ ]	[ ]				[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

School Counseling Compliance

WIG 3 – Ideal State (Goal):
Each Campus will develop and implement a Bully Prevention Plan in compliance with HB 283 and FFI Local Board Policy; and the recent passage of HB 1942

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus Bully Prevention Coordinating Committee led by the Principal is formed to assess campus needs, identify concerns, and create campus plan for prevention and intervention that reflects district Discipline Plan and the Code of Conduct and Board Policy. Recent HB 1942 changes require: -- Procedures must cover behaviors on the buses, in school and at school events -- Documentation of annual staff training and notification of SCOC rules to parents and students. -- System of supervision -- Safe and confidential reporting system with location of forms and procedures for reporting made available to parents, students, staff -- Guidelines for investigation and timely reporting to parents of involved students -- Separate counseling opportunities for victims, witnesses, and bully -- Prohibition of retaliation -- Prevents disciplinary measures in cases of self-defense against bullying., ; **Person(s) Responsible:** Principal and Campus committee; Counselors; all Staff; in collaboration with Parents **Completion Date:** Oct. 1 date for Plan **Benchmark Timeline:** [X] Initial (Beginning) [X] Interim (Formative) [X] Final (Summative)	District Guidelines for Bully Prevention, Intervention, Evaluation (O Drive, Bully Prevention Folder) Character Education and Bully Prevention Materials selected by campus committee School Health Advisory Committee Stan Davis materials found at www.stopbullyingnow.com	[ ]	[ ]		Campus committee meetings and agendas; Needs Assessments/campus surveys Lists of materials for classroom guidance, staff and parent education identified and ordered Parent information documents developed and distributed Trainings developed and attended annually at campus level and as offerred by district.	Plan submitted to Director of Counseling services annually by Oct. 1 Annual evaluation of campus program conducted and submitted to Director of Counseling annually at the end of each school year/prior to opening of school the following year. Investigations of bullying allegations conducted as required by board policy FFI and submitted to appropriate Assistant Superintendent as required. Increased perception of campus safety as measured by observation; surveys; security audits; Choose to Care reports and other evaluations conducted by campus and/or district.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Safe and Drug Free Compliance

WIG 1 – Ideal State (Goal):
All elementary school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including abuse and violence prevention and intervention activities. Prevention and intervention programming addressing dating violence (relationship agression) and sexual assault will be implemented district-wide as per HB 121 & 1041

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus administrators will request all instructional staff to deliver a minimum of one DAVE (Drug and Violence Education) module in both the fall and spring semesters of each school year. All faculty will bookmark http://dave.esc4.net/ for easy access. **Person(s) Responsible:** Campus principal / SDFS Coordinator & instructional staff with assistance of counselors **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	State On-Line curriculum, DAVE, STAR Booklet, Resource Booklet	[ ]	[ ]		District survey of record keeping of presentation titles and dates by campus counselors	Decline in offenses related to substance abuse and violence as measured by PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
All campus counselors will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus administrator & campus counselors **Completion Date:** Spring 2011 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	"We Help Ourselves (WHO), and "Kool Kids" delivered in cooperation with a community agency, covers relationship aggression and extends into the larger issues of bullying and violent behavior Steps to Respect, Bully Busters, Stop Bullying Now (Stan Davis)	[ ]	[ ]		Publicize in school schedule dates for staff awareness, guidance lessons & parent awareness	Reduction in campus violence per PEIMS	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Campus counselors / Student and Staff Assistance Supervisor	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psycho-social needs **Person(s) Responsible:** Campus Counselors / Student and Staff Assistance Supervisor **Completion Date:** Spring 2012 **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / counseling referrals as needed, EAP booklet. As the employee health benefift changes mid-year, updates on mental health services will be addressed with all faculty.	[ ]	[ ]		Comprehensive faculty orientation scheduled	Utilization review of EAP data and benchmarks set for review of transition to new policy Evidence of positive oucomes by campus counselors and review of services by Employee. Assistance program liaison	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 2 – Ideal State (Goal):
All middle school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Drug prevention curriculum (Project Alert) with supplemental life skills materials addressing aggression, bullying, and dating violence will be presented by the campus Student Assistance Counselors. Student, staff and parent awareness programs will be implemented through the course of the year. **Person(s) Responsible:** Student Asst. Counselors / & Program Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Time allowed/ Therapist Pool / Choose To Care	[ ]	[ ]		Students and parents follow through with appropriate counseling	Improvement in grades, attendance and behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed- All campus counseling staff	[ ]	[ ]		Students are more engaged in academic endeavors	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus & Student Asst. Counselors **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Increased parent participation	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** Campus counselors / District Coordinators for Crisis Events **Completion Date:** As needed **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	As Needed - All campus counseling staff and Department of Counseling Services	[ ]	[ ]		Counselors complete all training efforts and understand their role in a crisis event	Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Campus counselors / Staff Assistance Supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Faculty meetings – EAP slide show / as needed counseling, EAP booklet	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
adjust schedule of canine drug detection program with funding reduction **Person(s) Responsible:** Student and Staff Assistance Supervisor **Completion Date:** **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	local funds	[ ]	[ ]		Visits Scheduled Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Safe and Drug Free Compliance

WIG 3 – Ideal State (Goal):
All high school campuses will participate in the district-wide comprehensive Safe and Drug-Free Schools / Student Assistance Programs including provisions in response to HB 121 & 1041, dating violence/sexual assault, substance abuse and violence prevention and intervention activities as well as awareness training for all staff on students who are at risk of suicide as per HB 1386

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Provide staff awareness programs addressing signs and symptoms of • substance abuse • violent behavior. • victims of relationship violence • Students at risk of suicide, self-harm, or suicide in preparation for making appropriate referrals to the Student Assistance Counselor, someone on the counseling team, parents, and other appropriate resource. **Person(s) Responsible:** Campus Counselors / Student Assistance Counselor **Completion Date:** Fall Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Schedule dates for programs - Review annual referrals to Care Team - Review discipline referrals for the campus	Decline in student drug use and violence as indicated by year-end PEIMS #s	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Scheduled Behavioral RTI and/or Care Team Meetings for early identification, early intervention of students with possible substance abuse, violent behavior or victims of violent relationships, individuals at risk of academic failure **Person(s) Responsible:** Campus Admin./ Campus & Student Assistance Counselor **Completion Date:** On-going annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Counseling and administrative team	[ ]	[ ]		Annual data on students referred to the Care Team / PEIMS #s Parent surveys	Improvement in student performance, attendance and behavior;	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Facilitation of therapeutic groups for anger management, drug abuse prevention, peer support and victims of relationship violence to include the promotion of the ChooseToCare hotline Counseling Staff will provide guidance units on bullying and personal safety as an introduction to relationship agression and sexual assault prevention and the tenets of HB 121 and 1041. Counselors will also present awareness programs for staff on the identification and intervention with students who are at risk of suicide per HB 1386. Students, staff and parent awareness programs will be scheduled through the course of the school year. **Person(s) Responsible:** Campus & Student Assistance Counselor ; District Title IV program supervisor **Completion Date:** Annual, On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students referred are seen and they participate	Improvement in grades, attendance and behavior Post-vention assessment reviews	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Individual, student and parent counseling for students involved with substance abuse or violent behavior and victims of dating violence with referrals to community resources to include the DISD Therapist Pool **Person(s) Responsible:** Campus referral system through counseling and student assistance supervisor **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Campus referral system through counseling and student assistance supervisor District	Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in responding to student substance abuse or acts of violent behavior	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Crisis response to individual and campus-wide crisis will be mitigated through annual training, program, staff coordination, and campus-based drills **Person(s) Responsible:** District Counseling Crisis Team, SAC Supervisor and Director **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improvement in grades, attendance and behavior Post-vention assessment reviews.	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Parent involvement in both prevention efforts regarding substance abuse, aggression and relationship violence **Person(s) Responsible:** **Completion Date:** On-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Counselors and counseling team	[ ]	[ ]		Students and parents are seen by the appropriate campus counselor Counselors complete all training efforts and understand their role in a crisis event	Improved parent participation in campus activities	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Provide employees with support and information on resources to address their personal psychosocial needs **Person(s) Responsible:** Staff Assistance Supervisor **Completion Date:** Fall / on-going **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	The campus counseling team and the Staff Assistance Supervisor	[ ]	[ ]		Comprehensive faculty orientation	Utilization review of EAP data	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
Adjust canine drug detection program with reduction in funding **Person(s) Responsible:** Student Assistance Supervisor **Completion Date:** Annually **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Student Assistance Program Supervisor	[ ]	[ ]		Consistent coverage of all secondary campuses	Reduction in “possession offenses” on campus	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

2011-2012 Compliance WIGs
Denton Independent School District

Social Work Services Compliance

WIG 1 – Ideal State (Goal):
100% of all students and families referred to the social work office, either from a campus, a family or the community will be provided the services, referrals and support needed to assist them to function better at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Coordinate efforts which enhance and support the academic, economic, psycho-social and medical well being of students and their families on each DISD campus **Person(s) Responsible:** Coordinator of Social Services **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Community, Social Service, Faith based and Governmental Agencies Private donations Counselors Nurses Student Assistance Counselors CIS 21st Century Attendance officers Volunteers from CIS and the community for Food4Kids and backpack/school supplies distribution	[ ]	[ ]		Same day response to referral from campus, family, community or agency Contact with family by phone call, home visit or campus meeting with intervention plan discussed and implemented Follow up with referral source as to status of request Follow up with family as to effectiveness of referral Case-management of high risk families Counselor logs Attendance at monthly counselor meetings Attendance at monthly Truancy Consequences class Collaboration , training and support for FOOD4Kids Program at 9 elementary campuses Presentations and collaboration with ESL-Bi-Lingual, CIS, 21st Century,	Increase attendance Increase academic success Increase familial stability and security Increase trust and communication between home and school Identify and decrease the barriers that prevent academic success Increase effectiveness and efficiency of the academic and social support system within the district and at the community level	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Extended School Day, Special Education, Adult and Community Education Serve on SHAC committee Attend Denton Information Network meetings Attend Ministerial Alliance meetings Attend National Association of Social Work local chapter meetings Serve on the TWU Social Work Advisory Board Serve on Homeless Coalition Board Serve on Interfaith Ministries Board Serve on Family Outreach Board through Denton County Health Department Participate in district and community outreach and educational endeavors Lead monthly volunteer orientations for CIS Attend pertinant workshops, trainings and conferences			

Social Work Services Compliance

WIG 2 – Ideal State (Goal):
100% of Denton ISD campuses, Pre-K through 12, will adhere to the legal mandates dictated by the McKinney-Vento Homeless Education Act

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Administrators, registrars, and key personnel will be provided annual and ongoing training to ensure compliance with federal mandate of act at all DISD campuses **Person(s) Responsible:** Homeless Liaison Social Services secretary and assistant Principals Registrars Transportation Child Nutrition DISD Attendance Officers **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funds for school supplies for homeless families ($5,590.00 2011-2012) Brochures and materials provided by TEA for dissemination at a district and community level Social Services secretary and assistant helps contact referred families, does information and referral, and is utilized in backpacks and school supplies year round	[X]	[ ]		Student Residency Questionnaire updated yearly and included in enrollment packet for all students enrolling in DISD Prior to determination of eligibility, each parent or guardian is contacted by the homeless liaison or social services secretary and assistant to verify homeless situation Upon determination of homelessness: - student continues to attend the school last enrolled in even if they have moved from that school's attendance zone or district or enrolls at school in new attendance zone, whichever is most feasible and in the student and family best interest - receive transportation from current residence back to school of origin - qualify immediately for Child Nutrition Programs - participate fully in all school activities and programs they are eligible for - contact the district liaison to resolve any disputes that arise	786 students identified as homeless 2009-2010 school year 602 students identified as homeless 2010-2011 school year 250 students identified as homeless as of 9-6-11 359 students who are currently homeless or were homeless last year have been provided school supplies as of 9-6-11 Increase in enrollment stability Decrease in dropouts Decline in student transfers Decrease in absences Increase in academic success Increased awareness of McKinney Vento and effective ways to address the core issues educating and assisting students and their families in homeless situations Case-management of the at risk families insures that campuses and families have the support needed to be successful at home and at school	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					during the enrollment process - student retains homeless status for entire school year - students experiencing homelessness are enrolled in school even if lacking necessary records Every family identified as homeless is provided: - referrals for community assistance - support to the child at school and at home - referrals for counseling and mental health assistance when requested - assistance in applying for Medicaid and Food Stamps - direct social work services - school supplies and backpacks purchased with Title 1 funds Notification of campus principals and registrars regarding ongoing training opportunities at Region Xl Sign in sheets at trainings Annual training at beginning of year for all district registrars by homeless liaison and social services secretary and assistant Clarification and ongoing support through Texas Homeless Education Office	Increase positive relationships between campus and family Increase opportunity to disseminate accurate information to campuses and families about rights of families experiencing homelessness and responsibilities of campuses to meet their educational needs Decrease misuse or abuse of McKinney Vento Homeless Education Act		

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Homeless Liaison and Social Services Assistant available to answer questions related to McKinney-Vento Monthly visits at Friends of the Family to meet with the women at the shelter and insure that their crisis needs are quickly addressed Homeless Liaison attends monthly Truancy Consequences meetings Homeless Liaison is member of the Denton County Homeless Coalition homeless data entered by social services and assistance secretary on a regular basis			

Social Work Services Compliance

WIG 3 – Ideal State (Goal):
100% of all eligible students are provided Compensatory Education Home Instruction at home or hospital bedside when a valid medical necessity for confinement, during the pregnancy, prenatal, or postpartum periods, prevents the student from attending classes on a district campus where they are enrolled.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Homebound Coordinator notifies campus and CEHI Homebound Instructor at the time the necessity for homebound presents due to a pre-natal complication or the birth of the baby. **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor ($53,774) Teen Parent Program Coordinator	[ ]	[X]	1	Compliance with Pregnancy Related Services 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction Attendance at Region Xl workshops for PRS	44 students provided CEHI 2009-2010 school year 45 students provided CEHI 2010-2011 school year 6 students provided CEHI as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase in ADA 2.41 weighted ADA while in PRS Supportive transition back to full time instruction Childcare Applications completed while in homebound in order that student and baby are ready for daycare and school when homebound instruction ends	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
SPED and Teen Parent Program work collaboratively to deliver homebound services to students served through Special Education and Pregnancy Related Services (SPED takes the lead). **Person(s) Responsible:** SPED Homebound Coordinator CEHI Homebound Coordinator CEHI Homebound Instructor SPED Homebound Instructor Campus Diagnostician **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator	[ ]	[X]		Compliance with Pregnancy Related Services Contingency ARD insures no breaks in ADA or service for students served through SPED 2.41 weighted ADA while in PRS Attendance data Completion rates Dropout rates Comprehensive casemanagement services provided from the time the pregnancy is identfied until the student is released to full time instruction. Attendance at Region Xl workshops regarding PRS	Decease in dropout rate Increase in completion rates Increase in ADA Supportive transition back to full time instruction	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI
State Waiver to provide on-campus CEHI at FMHS **Person(s) Responsible:** CEHI Instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	CEHI instructor Teen Parent Program Coordinator Parent and Child Development instructor at FMHS Principal at FMHS	[ ]	[X]		CEHI students assigned to FMHS 4 weeks postpartum when CEHI caseload exceeds number of students who can be seen in a school day (6) Parent and Child Development teacher at FMHS provides face to face instruction until student returns to full time instruction Waiver completed every 3 years		[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 4 – Ideal State (Goal):
100% of all students who are medically eligible for General Education Homebound Instruction, will receive instruction at home or hospital bedside until they are released by their physician to return to full time instruction at their home campus

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Campus notifies General Education Homebound Coordinator when possibility of need for homebound services presents itself. Coordinator contacts parent and Condition of Eligibility is sent to student's physican to determine if student meets criteria for homebound instruction. **Person(s) Responsible:** Campus Administrator or Designee General Education Homebound Coordinator GEH Instructor Campus Attendance Committee Students classroom teachers Parent or guardian of student **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp ED funds for 2 GEH Instructors 1 at $53,774 1 at $46,600 Homebound Coordinator	[ ]	[X]	1	Compliance with TEA Early identification of need for homebound services Homebound meeting held at home campus at time medical necessity for homebound is provided by physician Homebound Coordinator acts as liaison between campus, parent, and physician Homebound Coordinator is responsible for case-management of homebound instruction and attendance until student is released to full time instruction Attendance logs sent weekly to home campus	33 students provided homebound instruction 2009-2010 school year 45 students provided homebound instruction 2010-2011 schoolyear 7 students provided homebound instruction as of 9-6-11 Decrease in dropout rate Increase in completion rates Increase ADA Increase in awareness of policy and procedure of GEH at district and campus level GEH documents accessible to campus on O drive Increase ability to transition back to full time instruction Increase in ability to meet the unique and challenging needs of individual students	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Social Work Services Compliance

WIG 5 – Ideal State (Goal):
To provide an integrated program of educational and support services designed to improve school attendance, increase graduation rates, and enhance parenting skills for 100% of all identified Denton ISD students, male or female, who are pregnant or who are parents and at risk of dropping out of school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Teen Parent Social Workers provide social services and case managment to identified pregnant and parenting students at the campus they are attending, despite loss of Life Skills Grant at the state level and with continued funding by Denton ISD. **Person(s) Responsible:** Teen Parent Social Workers Coordinator of Teen Parent Program **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Comp Ed Funding 2 half time social work postions $69,010.00 Director of Counseling Services Campus Counselors Student Assistance Counselors Nurses CATE Counselors CIS Transportation Dept.	[ ]	[X]	2	Social Workers provide for: - individual, peer, family and group counseling and support - assistance with child care needs - transportation for students and their children to school and childcare centers - instruction related to knowledge and skill in child development, parenting and home and family living - assistance in obtaining services from governmental agencies, community service organizations, to include prenatal and postnatal health and nutrition programs Documentation of case management services by the teen parent social workers PEIMS and PRS data entered for funding and accountability by teen parent coordinator Social workers highly qualified and attending graduate school Teen Parent staff attend Region XI trainings,	59 students, male and female as of 9-6-11 19 pregnancies as of 9-6-11 168 students, male and female, served 2010-2011 school year 95 identified pregnancies 2010-2011 school year 70 graduates 2010-2011 school year 170 students, male and female, served 2009-2010 school year 77 identified pregnancies 2009-2010 school year 59 graduates 2009-2010 school year Increase in completion rates Decrease in dropout rates Increased ADA Maintain level of social work support to campuses Continued ability to meet the goals and objectives of the Teen Parent Program with the support of Denton ISD faculty, staff, and administrators	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					conferences and workshops pertaining and applicable to the program and students served Teen Parent social workers attend secondary counseling meetings and all district staff development opportunities Teen Parent Program continues to seek solutions and identify barriers in order to provide available and accessible services to pregnant and parenting teens, despite loss of grant funds and decrease in number of hours spent on the campuses			

Social Work Services Compliance

WIG 6 – Ideal State (Goal):
To assist 100% of DISD campuses, Pre-K through 12, to provide their families with the support, skills and resources they need in their efforts to raise children who are self confident, responsible, mentally and emotionally healthy, and able to function successfully at home and at school.

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
Collaborate and support parent education; parent meetings; parent networking; parent skill building on all DISD campuses and within departments and programs to enable them to effectively meet the challenging and diverse needs of their families and school environments **Person(s) Responsible:** Coordinator of Social Services Social Services assistant and secretary **Completion Date:** 2011-2012 school year **Benchmark Timeline:** [ ] Initial (Beginning) [ ] Interim (Formative) [ ] Final (Summative)	Title 1 Funding from Title 1 schools Practical Parent Education Curriculum and Training Love and Logic Curriculum And training Parent education facilitators (Counselors, Social Workers, Student Assistance Counselors) PTA Publications Communications and Public Relations TWU/UNT Spanish Honor Society, Ready, Set, Teach childcare volunteers TAMS volunteers Attendance Officers Teen Parent Social Workers Bilingual/ESL Adult and Community Education CIS 21st Century	[X]	[ ]		District wide Parent Education classes, English and Spanish, elementary and secondary, held at Tomas Rivera 2011-2012 school year 9-20-11;10-18-11;11-15-11; 1-17-12;2-21-12; 4-17-12;5-15-12. Third annual Empowering Families District Wide Parent Education Event for English and Spanish speaking families (date not determined) Planning parent education opportunities for families whose chidlren attend Gonzalez School for Young Children Planning stages of providing monthly Parent Education and Support classes for adults working on their GED or attending ESL classes Teen Parent Social Workers provide monthly parent education during lunch blocks at DHS and RHS Coordinator of Social Services provides home visits and campus visits for at risk families per campus request	Increase parental potential Assist parents and guardians to further develop skills, awareness and resources that will support them to parent effectively and support their potential in all efforts to be the best parents they can be Increase children's potential to be successful at school and in their home environment Foster a school climate that is positive and welcoming Challenge ourselves to look at families from a strengths perspective and utilize 40 developmental assets in work with children and adults Raise awareness of programs and support offered within DISD Recognize the efforts and contributions all DISD campuses are making towards parent education and parental involvement and the creative and innovative ways they encourage and invite families to learn and grow that support the campus and the home	[ ] CNA [ ] RS [ ] IHQ [ ] OPD [ ] AHQ [ ] PI [ ] T [ ] A [ ] AA [ ] C	[ ] RMS [ ] P [ ] SBR [ ] C [ ] IHQ [ ] PD [ ] PI [ ] PCI

Lead (Action Steps)	Resources	Fund Source		FTE	Evidence of Implementation	Evidence of Impact	Title I Components	
		Title I, A	SCE				SW	TA
					Include and collaborate with private and charter schools as well as districts in and around DISD on parent education events and activities held within DISD Provide practical learning opportunities to parents and guardians that welcome and respect differences in learning styles, school perceptions, and academic goals Foster parental growth that aligns with child's social, emotional and academic growth and development Engage disenfranchised and at risk families Support and assist with parent education activities provided on DISD campuses throughout the school year	environment Evaluate parent education effectiveness through surveys, evaluations and facilitator feedback Attend conferences and workshops for parent educators		

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	**Name of CLT Member**
1) Classroom Teacher	Brooke Lana
2) Classroom Teacher	Esther Bourgeois
3) Classroom Teacher	Janet Spector
4) Classroom Teacher	
5) Classroom Teacher	
6) Classroom Teacher	
7) Campus-based Nonteaching Professional	Paige Boroughs
8) Campus-based Paraprofessional and Operations Staff	Jenneal Vincent
9) District-level Professional	Chris Shade
10) Parent	Carlotta Claiborne
11) Parent	
12) Community Member	Mary Smith
13) Community Member	
14) Business Representative	Stephen Shrock
15) Business Representative	

CLT Meetings for 2011-12			
#	**Date**	**Time**	**Location**
1	8/23/11	12:00-1:00 PM	Sparks Campus
2	5/18/2011	2:30-3:30 PM	Sparks Campus
3	5/11/2011	10:30-12:00	Sparks Campus
4	5/31/11	2:30-3:30 PM	Sparks Campus
5	9/1/11	3:00-3:30 PM	Sparks Campus
6	9/8/11	3:00-3:30 PM	Sparks Campus

2010-11 Academic Excellence Indicator System

District Name: DENTON ISD

Campus Name: DENTON CO J J A E P

Campus #: 061901006

2011 Accountability Rating: Not Rated: Other

District Name: DENTON ISD
Campus Name: DENTON CO J J A E P
Campus #: 061901006

Total Students: 1
Grade Span: 09 - 09
School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate @														
2009-10	95.5%	95.9%	-	*	*	*	*	-	-	-	-	-	*	*
2008-09	95.6%	95.9%	-	*	*	*	*	-	n/a	n/a	n/a	-	*	*
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)														
2009-10	0.2%	0.3%	-	*	*	*	-	-	-	-	-	-	-	-
2008-09	0.3%	0.2%	-	*	-	*	-	-	n/a	n/a	n/a	-	-	*
Annual Dropout Rate (Gr 9-12) @														
2009-10	2.4%	0.3%	-	0.0%	*	*	*	-	-	-	-	-	-	-
2008-09	2.9%	0.7%	-	0.0%	*	0.0%	*	-	n/a	n/a	n/a	-	*	*

STUDENT INFORMATION

	Campus Count	Campus Percent	Campus Group	District	State
Total Students:	1	100.0%	-	23,832	4,912,385
Students By Grade: Early Childhood Education	0	0.0%	-	0.4%	0.3%
Pre-Kindergarten	0	0.0%	-	3.0%	4.5%
Kindergarten	0	0.0%	-	8.5%	7.6%
Grade 1	0	0.0%	-	8.5%	7.9%
Grade 2	0	0.0%	-	8.8%	7.7%
Grade 3	0	0.0%	-	8.5%	7.6%
Grade 4	0	0.0%	-	7.9%	7.6%
Grade 5	0	0.0%	-	7.9%	7.6%
Grade 6	0	0.0%	-	7.2%	7.4%
Grade 7	0	0.0%	-	7.1%	7.3%
Grade 8	0	0.0%	-	7.1%	7.2%
Grade 9	1	100.0%	-	7.5%	7.9%
Grade 10	0	0.0%	-	6.4%	7.0%
Grade 11	0	0.0%	-	5.7%	6.4%
Grade 12	0	0.0%	-	5.5%	5.9%
Ethnic Distribution: African American	1	100.0%	-	11.6%	12.9%
Hispanic	0	0.0%	-	30.8%	50.3%
White	0	0.0%	-	52.9%	31.2%
Native American	0	0.0%	-	0.9%	0.5%
Asian	0	0.0%	-	2.6%	3.4%
Pacific Islander	0	0.0%	-	0.1%	0.1%
Two or More Races	0	0.0%	-	1.2%	1.6%
Economically Disadvantaged	1	100.0%	-	41.5%	59.2%
Limited English Proficient (LEP)	0	0.0%	-	14.4%	16.9%
Students w/Disciplinary Placements (2009-10)	0	0.0%	-	1.3%	1.9%
At-Risk	1	100.0%	-	35.1%	46.3%
Mobility (2009-10)	9	100.0%	-	17.1%	18.2%
Number of Students per Teacher	-	n/a	-	-	-

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	-	-
	Grade 1	-	-	-	-
	Grade 2	-	-	-	-
	Grade 3	-	-	-	-
	Grade 4	-	-	-	-
	Grade 5	-	-	-	-
	Grade 6	-	-	-	-
	Mixed Grades	-	-	-	-
Secondary:	English/Language Arts	-	-	-	-
	Foreign Languages	-	-	-	-
	Mathematics	-	-	-	-
	Science	-	-	-	-
	Social Studies	-	-	-	-

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	-	100.0%	-	100.0%	100.0%
Professional Staff:	-	-	-	-	-
Teachers	-	-	-	-	-
Professional Support	-	-	-	-	-
Campus Admin. (School Leader.)	-	-	-	-	-
Educational Aides:	-	-	-	-	-
Total Minority Staff:	-	-	-	-	-
Teachers By Ethnicity and Sex:					
African American	-	-	-	-	-
Hispanic	-	-	-	-	-
White	-	-	-	-	-
American Indian	-	-	-	-	-
Asian	-	-	-	-	-
Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
Males	-	-	-	-	-
Females	-	-	-	-	-
Teachers by Years of Experience:					
Beginning Teachers	-	-	-	-	-
1-5 Years Experience	-	-	-	-	-
6-10 Years Experience	-	-	-	-	-
11-20 Years Experience	-	-	-	-	-
0ver 20 Years Experience	-	-	-	-	-

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	- yrs.	- yrs.	- yrs.	- yrs.
Average Years Experience of Teachers with District:	- yrs.	- yrs.	- yrs.	- yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	-	-	-	-
1-5 Years Experience	-	-	-	-
6-10 Years Experience	-	-	-	-
11-20 Years Experience	-	-	-	-
Over 20 Years Experience	-	-	-	-
Average Actual Salaries (regular duties only):				
Teachers	-	-	-	-
Professional Support	-	-	-	-
Campus Administration (School Leadership)	-	-	-	-
Contracted Instructional Staff (not incl. above):	-	-	-	-

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$6,853	100.0%	-	$6,853	100.0%	-	-	-	-
Instruction (11,95)	$6,853	100.0%	-	$6,853	100.0%	-	-	-	-
Instructional-Related Services (12,13)	$0	0.0%	-	$0	0.0%	-	-	-	-
Instructional Leadership (21)	$0	0.0%	-	$0	0.0%	-	-	-	-
School Leadership (23)	$0	0.0%	-	$0	0.0%	-	-	-	-
Support Services-Student (31,32,33)	$0	0.0%	-	$0	0.0%	-	-	-	-
Other Campus Costs (35,36,51,52,53)	$0	0.0%	-	$0	0.0%	-	-	-	-
By Program:									
Total Operating Expenditures	$6,853	100.0%	-	$6,853	100.0%	-	-	-	-
Bilingual/ESL Education (25)	$0	0.0%	-	$0	0.0%	-	-	-	-
Career & Technical Education (22)	$0	0.0%	-	$0	0.0%	-	-	-	-
Accelerated Education (24,30)	$0	0.0%	-	$0	0.0%	-	-	-	-
Gifted & Talented Education (21)	$0	0.0%	-	$0	0.0%	-	-	-	-
Regular Education (11)	$0	0.0%	-	$0	0.0%	-	-	-	-
Special Education (23)	$0	0.0%	-	$0	0.0%	-	-	-	-
Athletics/Related Activities (91)	$0	0.0%	-	$0	0.0%	-	-	-	-
High School Allotment (31)	$0	0.0%	-	$0	0.0%	-	-	-	-
Other (26,28,29)	$6,853	100.0%	-	$6,853	100.0%	-	-	-	-

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	-	14.3%	16.2%
Career & Technical Education	0	0.0%	-	16.7%	21.0%
Gifted & Talented Education	0	0.0%	-	8.7%	7.7%
Special Education	1	100.0%	-	9.7%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	-	-	-	-	-
Career & Technical Education	-	-	-	-	-
Compensatory Education	-	-	-	-	-
Gifted & Talented Education	-	-	-	-	-
Regular Education	-	-	-	-	-
Special Education	-	-	-	-	-
Other	-	-	-	-	-

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Annual Performance Report

Section III: State Performance Report

Indicator:		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard Grade 3 (English)													
Reading	2011	90%	83%	88%	95%	91%	97%	92%	93%	84%	86%	85%	83%
	2010	92%	87%	90%	96%	91%	98%	92%	95%	86%	89%	89%	87%
Mathematics	2011	88%	79%	86%	93%	88%	97%	91%	91%	79%	83%	85%	81%
	2010	87%	77%	84%	92%	86%	97%	87%	90%	77%	82%	84%	79%
All Tests	2011	83%	73%	81%	90%	83%	95%	87%	87%	72%	78%	80%	74%
	2010	84%	73%	81%	91%	83%	96%	84%	88%	72%	78%	80%	75%
TAKS Met 2011 Standard Grade 3 (Spanish)													
Reading	2011	86%	80%	86%	88%	81%	> 99%	*	> 99%	54%	86%	86%	86%
	2010	85%	80%	85%	88%	82%	> 99%	*	> 99%	52%	85%	85%	85%
Mathematics	2011	77%	96%	77%	83%	77%	> 99%	*	89%	48%	77%	77%	77%
	2010	74%	86%	74%	80%	76%	86%	*	83%	46%	74%	74%	74%
All Tests	2011	78%	81%	78%	78%	72%	> 99%	*	89%	43%	78%	78%	78%
	2010	75%	78%	75%	81%	70%	88%	*	86%	39%	75%	75%	73%
TAKS Met 2011 Standard Grade 4 (English)													
Reading	2011	86%	80%	82%	93%	87%	95%	87%	91%	78%	81%	74%	72%
	2010	86%	80%	82%	93%	88%	95%	88%	91%	77%	81%	74%	73%
Mathematics	2011	89%	81%	88%	93%	90%	98%	90%	92%	80%	85%	86%	79%
	2010	89%	80%	87%	93%	88%	98%	92%	91%	79%	85%	85%	78%
Writing	2011	91%	87%	90%	93%	89%	98%	93%	92%	79%	88%	86%	82%
	2010	92%	88%	91%	94%	91%	98%	96%	94%	80%	89%	87%	85%
All Tests	2011	78%	68%	74%	85%	78%	93%	81%	83%	61%	71%	68%	61%
	2010	78%	68%	74%	86%	77%	93%	82%	83%	60%	71%	68%	61%
TAKS Met 2011 Standard Grade 4 (Spanish)													
Reading	2011	83%	78%	83%	91%	83%	*	*	90%	49%	83%	83%	83%
	2010	83%	87%	83%	79%	86%	> 99%	*	88%	54%	83%	83%	81%
Mathematics	2011	74%	87%	74%	82%	90%	*	*	> 99%	40%	74%	74%	74%
	2010	73%	91%	73%	69%	81%	*	*	88%	45%	72%	72%	72%
Writing	2011	93%	93%	93%	93%	97%	*	*	89%	69%	93%	93%	93%
	2010	94%	> 99%	94%	93%	90%	> 99%	*	> 99%	73%	94%	94%	93%
All Tests	2011	75%	72%	75%	81%	84%	*	*	80%	37%	75%	75%	75%
	2010	73%	81%	73%	70%	76%	> 99%	*	92%	43%	73%	73%	71%

Indicator:		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard Grade 5 (English) First Administration Only													
Reading	2011	87%	82%	84%	94%	88%	97%	90%	93%	79%	82%	67%	72%
	2010	86%	81%	81%	93%	86%	95%	85%	92%	78%	80%	64%	70%
Mathematics	2011	86%	77%	84%	93%	88%	97%	89%	90%	74%	81%	75%	71%
	2010	86%	77%	84%	92%	86%	97%	85%	90%	74%	81%	74%	72%
Science	2011	86%	79%	83%	94%	88%	96%	86%	92%	68%	82%	70%	72%
	2010	87%	78%	84%	94%	88%	96%	84%	93%	67%	82%	71%	73%
All Tests	2011	76%	64%	71%	87%	78%	93%	78%	83%	53%	68%	53%	52%
	2010	75%	63%	70%	86%	76%	92%	75%	84%	52%	67%	51%	52%
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only													
Reading	2011	77%	*	77%	75%	60%	*	*	*	49%	76%	77%	77%
	2010	74%	40%	74%	72%	67%	*	*	*	40%	73%	74%	73%
Mathematics	2011	50%	*	49%	69%	*	*	*	*	29%	49%	49%	49%
	2010	45%	*	45%	48%	39%	*	*	*	25%	45%	45%	44%
Science	2011	58%	*	58%	45%	*	*	*	*	35%	57%	58%	58%
	2010	52%	*	52%	44%	44%	*	*	*	33%	52%	52%	52%
All Tests	2011	63%	*	63%	62%	60%	*	*	*	37%	62%	62%	62%
	2010	55%	29%	55%	55%	50%	*	*	*	26%	54%	55%	54%
TAKS Met 2011 Standard Grade 6													
Reading	2011	85%	81%	80%	91%	87%	95%	88%	90%	69%	79%	60%	67%
	2010	86%	82%	82%	92%	88%	96%	87%	91%	71%	81%	62%	71%
Mathematics	2011	83%	74%	80%	90%	84%	97%	87%	88%	66%	78%	69%	66%
	2010	83%	72%	79%	90%	83%	97%	87%	87%	65%	77%	68%	65%
All Tests	2011	76%	67%	71%	85%	77%	93%	80%	83%	54%	68%	50%	51%
	2010	76%	66%	71%	86%	77%	94%	80%	83%	54%	69%	51%	53%

Indicator:		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard Grade 7													
Reading	2011	86%	81%	82%	93%	87%	96%	87%	92%	70%	81%	58%	70%
	2010	86%	82%	82%	93%	87%	96%	91%	92%	68%	80%	56%	71%
Mathematics	2011	81%	70%	78%	89%	81%	96%	85%	87%	65%	75%	63%	62%
	2010	82%	70%	78%	89%	83%	96%	86%	87%	65%	75%	63%	63%
Writing	2011	93%	91%	92%	96%	94%	99%	95%	96%	75%	91%	79%	86%
	2010	94%	92%	93%	96%	94%	99%	96%	96%	76%	92%	79%	87%
All Tests	2011	75%	63%	69%	85%	74%	94%	79%	82%	48%	66%	43%	49%
	2010	75%	63%	69%	85%	77%	93%	80%	82%	47%	66%	42%	50%
TAKS Met 2011 Standard Grade 8 First Administration Only													
Reading	2011	89%	86%	86%	95%	90%	97%	89%	94%	73%	85%	58%	77%
	2010	91%	87%	88%	96%	91%	96%	91%	95%	75%	87%	61%	80%
Mathematics	2011	80%	70%	77%	88%	78%	96%	87%	86%	62%	74%	57%	60%
	2010	81%	69%	77%	89%	81%	96%	81%	86%	61%	74%	57%	62%
Science	2011	79%	69%	73%	90%	80%	94%	84%	87%	61%	71%	44%	57%
	2010	78%	66%	72%	89%	78%	93%	79%	86%	60%	70%	43%	57%
Soc Studies	2011	95%	92%	93%	97%	95%	99%	94%	97%	79%	92%	81%	88%
	2010	94%	91%	92%	97%	94%	99%	94%	96%	78%	91%	80%	88%
All Tests	2011	69%	56%	62%	82%	68%	91%	76%	79%	40%	59%	30%	40%
	2010	69%	54%	62%	82%	68%	91%	69%	78%	40%	58%	29%	41%
TAKS Met 2011 Standard Grade 9													
Reading	2011	89%	85%	85%	95%	91%	96%	91%	94%	68%	84%	56%	78%
	2010	92%	89%	89%	97%	93%	96%	89%	96%	73%	88%	61%	85%
Mathematics	2011	72%	58%	66%	83%	73%	93%	76%	80%	46%	63%	44%	48%
	2010	72%	57%	66%	83%	71%	93%	72%	80%	45%	63%	44%	50%
All Tests	2011	69%	56%	63%	82%	71%	91%	73%	78%	40%	60%	34%	45%
	2010	70%	56%	64%	82%	70%	91%	71%	80%	41%	61%	36%	48%

Indicator:		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard Grade 10													
Eng Lang Arts	2011	91%	87%	89%	94%	91%	96%	91%	94%	67%	87%	59%	82%
	2010	91%	87%	88%	95%	91%	96%	95%	95%	67%	86%	55%	82%
Mathematics	2011	75%	63%	71%	84%	75%	93%	76%	82%	52%	68%	48%	54%
	2010	75%	62%	70%	84%	78%	93%	81%	82%	51%	67%	46%	55%
Science	2011	76%	64%	69%	88%	79%	92%	75%	87%	47%	67%	35%	54%
	2010	75%	62%	67%	87%	77%	91%	77%	85%	46%	65%	33%	53%
Soc Studies	2011	93%	88%	91%	96%	94%	98%	92%	96%	71%	90%	74%	86%
	2010	93%	88%	91%	96%	93%	98%	96%	97%	70%	89%	71%	86%
All Tests	2011	65%	50%	58%	78%	67%	87%	67%	76%	31%	55%	25%	38%
	2010	65%	50%	57%	78%	67%	87%	70%	75%	30%	53%	22%	38%
TAKS Met 2011 Standard ^ Grade 11													
Eng Lang Arts	2011	94%	93%	92%	97%	95%	96%	94%	97%	73%	91%	56%	89%
	2010	93%	90%	90%	96%	93%	96%	94%	96%	70%	89%	55%	87%
Mathematics	2011	90%	83%	87%	94%	90%	96%	92%	93%	62%	85%	66%	80%
	2010	88%	79%	85%	94%	91%	96%	91%	92%	59%	83%	62%	78%
Science	2011	90%	85%	87%	96%	92%	96%	91%	95%	63%	85%	56%	81%
	2010	90%	84%	86%	96%	92%	96%	92%	95%	63%	85%	57%	82%
Soc Studies	2011	98%	96%	97%	99%	98%	99%	98%	99%	82%	96%	86%	95%
	2010	97%	94%	95%	98%	97%	99%	98%	98%	78%	95%	83%	94%
All Tests	2011	84%	75%	79%	91%	86%	92%	86%	90%	45%	76%	37%	69%
	2010	81%	72%	76%	90%	84%	92%	84%	88%	42%	73%	35%	67%

Indicator:		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)													
Reading/ELA	2011	90%	86%	87%	95%	91%	96%	91%	94%	75%	85%	73%	80%
	2010	90%	87%	87%	95%	93%	n/a	n/a	n/a	76%	86%	73%	81%
Mathematics	2011	84%	75%	81%	91%	84%	96%	87%	89%	68%	79%	76%	70%
	2010	84%	74%	80%	91%	85%	n/a	n/a	n/a	67%	79%	74%	70%
Writing	2011	92%	89%	91%	94%	92%	98%	94%	94%	77%	90%	86%	85%
	2010	93%	90%	92%	95%	93%	n/a	n/a	n/a	78%	90%	86%	86%
Science	2011	83%	74%	78%	92%	85%	94%	84%	90%	60%	76%	58%	66%
	2010	82%	73%	77%	92%	87%	n/a	n/a	n/a	59%	75%	57%	67%
Soc Studies	2011	95%	92%	94%	98%	96%	99%	95%	97%	77%	93%	80%	90%
	2010	94%	91%	93%	97%	96%	n/a	n/a	n/a	75%	92%	78%	89%
All Tests	2011	76%	65%	71%	86%	77%	93%	79%	84%	51%	68%	58%	56%
	2010	76%	65%	70%	86%	79%	n/a	n/a	n/a	50%	68%	58%	56%
TAKS Commended Performance (Sum of All Grades Tested)													
Reading/ELA	2011	33%	23%	26%	45%	32%	56%	33%	43%	14%	23%	17%	14%
	2010	32%	22%	25%	44%	31%	54%	32%	42%	14%	22%	16%	14%
Mathematics	2011	29%	16%	23%	38%	25%	63%	31%	36%	12%	21%	20%	12%
	2010	28%	16%	23%	38%	26%	62%	31%	36%	11%	20%	18%	11%
Writing	2011	31%	22%	25%	41%	29%	59%	35%	39%	9%	22%	14%	13%
	2010	32%	22%	26%	42%	29%	59%	35%	40%	9%	23%	16%	14%
Science	2011	30%	17%	23%	42%	29%	56%	30%	40%	11%	21%	13%	10%
	2010	28%	15%	21%	39%	27%	51%	26%	37%	10%	19%	12%	9%
Soc Studies	2011	47%	34%	37%	60%	48%	74%	49%	59%	13%	34%	11%	22%
	2010	45%	31%	36%	59%	46%	73%	49%	57%	12%	32%	10%	21%
All Tests	2011	16%	8%	11%	23%	13%	41%	16%	22%	4%	9%	7%	4%
	2010	15%	7%	10%	22%	13%	39%	15%	21%	4%	8%	7%	4%

Indicator:		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS-M Met 2011 Standard (Sum of All Grades Tested)													
Reading/ELA	2011	86%	86%	85%	89%	90%	81%	84%	90%	86%	86%	83%	85%
	2010	85%	85%	84%	88%	86%	80%	81%	88%	85%	84%	81%	85%
Mathematics	2011	77%	74%	77%	79%	83%	81%	78%	81%	77%	77%	78%	76%
	2010	75%	70%	75%	77%	77%	76%	78%	79%	74%	74%	76%	74%
Writing	2011	80%	80%	78%	82%	82%	85%	84%	84%	80%	78%	77%	78%
	2010	80%	79%	78%	82%	82%	84%	91%	83%	80%	78%	76%	78%
Science	2011	60%	56%	58%	69%	72%	53%	61%	70%	60%	59%	52%	59%
	2010	58%	54%	56%	67%	67%	51%	55%	64%	58%	56%	51%	58%
Soc Studies	2011	68%	66%	65%	75%	77%	68%	65%	75%	68%	66%	61%	66%
	2010	67%	63%	64%	73%	70%	65%	61%	71%	67%	65%	61%	66%
All Tests	2011	66%	63%	65%	72%	74%	68%	63%	74%	66%	65%	63%	65%
	2010	64%	59%	62%	70%	69%	64%	64%	69%	64%	62%	60%	63%
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)													
All Tests	2011	97%	96%	97%	97%	97%	95%	95%	96%	97%	97%	97%	*
	2010	93%	95%	94%	94%	94%	95%	89%	94%	93%	94%	93%	*

Indicator:	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
2011 TAKS Participation (Grades 3-11)												
Tested	98.6%	99.2%	98.2%	99.5%	98.4%	94.8%	97.2%	99.5%	99.3%	98.2%	91.9%	97.3%
By Test Version												
TAKS (1 or more)	91.0%	87.6%	90.6%	92.9%	90.0%	92.4%	90.4%	93.1%	21.1%	88.7%	82.4%	84.7%
Not on TAKS	7.6%	11.6%	7.6%	6.6%	8.4%	2.5%	6.8%	6.4%	78.1%	9.5%	9.6%	12.5%
TAKS(Acc) Only	2.4%	3.2%	2.4%	2.3%	2.8%	0.5%	1.9%	2.2%	24.6%	2.8%	2.5%	4.5%
TAKS-M Only	3.1%	5.4%	3.1%	2.3%	3.1%	0.8%	2.6%	2.3%	31.3%	4.1%	4.5%	5.6%
TAKS-Alt Only	0.9%	1.1%	0.8%	0.8%	1.0%	0.7%	1.2%	0.7%	9.1%	1.0%	0.9%	0.0%
Combination	1.3%	1.9%	1.3%	1.2%	1.6%	0.5%	1.0%	1.3%	13.2%	1.6%	1.7%	2.4%
By Acct Status												
Acct System	94.0%	92.2%	94.0%	95.2%	92.0%	92.4%	89.5%	94.3%	92.8%	93.5%	88.6%	93.1%
Non-Acct System	4.6%	7.0%	4.2%	4.3%	6.4%	2.5%	7.7%	5.2%	6.5%	4.7%	3.3%	4.1%
Mobile	4.6%	7.0%	4.1%	4.3%	6.4%	2.3%	7.6%	5.2%	6.4%	4.7%	3.2%	4.1%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.1%	0.0%	0.1%	0.0%
Not Tested	1.4%	0.8%	1.8%	0.5%	1.6%	5.2%	2.8%	0.5%	0.7%	1.8%	8.1%	2.7%
Absent	0.1%	0.2%	0.1%	0.1%	0.2%	0.0%	0.1%	0.1%	0.2%	0.2%	0.1%	0.2%
LEP Exempt	0.9%	0.3%	1.3%	0.1%	1.0%	4.3%	1.9%	0.2%	0.1%	1.2%	6.9%	1.9%
Other	0.4%	0.3%	0.4%	0.2%	0.4%	0.8%	0.8%	0.2%	0.4%	0.4%	1.1%	0.6%
Total Count	3,231,780	419,844	1,588,168	1,035,998	14,780	113,493	3,936	51,177	315,321	1,870,393	412,861	1,365,448
2010 TAKS Participation (Grades 3-11)												
Tested	98.6%	99.1%	98.0%	99.6%	98.4%	95.0%	97.6%	99.4%	99.2%	98.1%	91.7%	97.3%
By Test Version												
TAKS (1 or more)	90.8%	87.9%	90.6%	93.2%	90.2%	93.0%	91.7%	93.4%	22.3%	88.4%	81.6%	84.9%
Not on TAKS	7.8%	11.3%	7.4%	6.4%	8.2%	2.1%	5.9%	6.0%	76.8%	9.7%	10.1%	12.4%
TAKS(Acc) Only	2.3%	3.1%	2.2%	2.3%	2.6%	0.5%	1.5%	2.1%	22.6%	2.7%	2.4%	4.2%
TAKS-M Only	3.3%	5.8%	3.5%	2.5%	3.4%	0.8%	2.3%	2.4%	33.2%	4.5%	5.1%	5.9%
TAKS-Alt Only	0.8%	0.5%	0.4%	0.4%	0.5%	0.3%	0.7%	0.3%	8.3%	0.9%	0.8%	0.0%
Combination	1.3%	1.9%	1.3%	1.2%	1.7%	0.4%	1.4%	1.2%	12.8%	1.6%	1.7%	2.4%
By Acct Status												
Acct System	90.0%	86.5%	90.1%	92.7%	88.1%	91.5%	87.7%	92.5%	54.2%	88.2%	82.6%	87.8%
Non-Acct System	8.6%	12.7%	7.9%	6.8%	10.3%	3.5%	9.9%	6.9%	45.0%	9.9%	9.1%	9.5%
Mobile	4.4%	6.3%	4.0%	4.0%	6.3%	2.3%	6.9%	4.2%	3.5%	4.4%	3.1%	3.6%
Non-Acct Test	4.2%	6.4%	3.9%	2.9%	4.0%	1.2%	3.0%	2.7%	41.6%	5.5%	6.1%	5.9%
Not Tested	1.4%	0.9%	2.0%	0.4%	1.6%	5.0%	2.4%	0.6%	0.8%	1.9%	8.3%	2.7%
Absent	0.1%	0.2%	0.2%	0.1%	0.2%	0.0%	0.2%	0.1%	0.3%	0.2%	0.1%	0.2%
LEP Exempt	0.9%	0.3%	1.4%	0.1%	0.9%	4.1%	1.6%	0.3%	0.1%	1.3%	7.0%	1.8%
Other	0.4%	0.4%	0.5%	0.2%	0.6%	0.8%	0.6%	0.2%	0.5%	0.4%	1.2%	0.6%
Total Count	3,175,337	415,463	1,524,623	1,040,666	16,977	107,811	3,882	45,886	319,691	1,805,935	403,368	1,394,631

Indicator:		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Exit-Level Cumulative Pass Rate @													
Class of 2011		92%	87%	89%	96%	93%	n/a	n/a	n/a	59%	88%	63%	86%
Class of 2010		90%	83%	86%	95%	90%	n/a	n/a	n/a	49%	84%	57%	82%
Progress of Prior Year TAKS Failers													
Percent of Failers Passing TAKS (Sum of Grades 4-11)													
Reading/ELA	2011	47%	46%	44%	57%	50%	57%	47%	55%	50%	44%	38%	46%
	2010	50%	49%	47%	58%	51%	57%	52%	56%	52%	47%	39%	49%
Mathematics	2011	42%	38%	40%	49%	44%	54%	52%	47%	43%	39%	35%	41%
	2010	45%	40%	43%	52%	48%	57%	46%	48%	45%	42%	38%	44%
Average Vertical Scale Growth (Sum of Grades 4-8)													
Reading	2011	75	74	72	83	76	91	74	82	64	73	71	74
	2010	86	88	83	95	84	100	84	95	78	84	81	85
Mathematics	2011	64	62	63	68	64	79	76	69	59	63	67	63
	2010	70	67	70	74	71	85	71	72	64	69	73	69

Indicator:	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative												
Grade 5 Reading (English and Spanish)												
Students Requiring Accelerated Instruction												
2011	13%	18%	17%	6%	12%	4%	10%	8%	22%	18%	31%	28%
2010	15%	19%	19%	7%	14%	5%	16%	8%	23%	20%	35%	30%
TAKS Cumulative Met Standard (First and Second Administrations)												
2011	93%	90%	91%	97%	94%	98%	95%	96%	88%	90%	80%	84%
2010	92%	89%	89%	97%	93%	98%	91%	96%	87%	89%	78%	83%
TAKS Failers Promoted by Grade Placement Committee @												
2010	86.8%	88.3%	86.7%	85.2%	84.0%	92.1%	85.7%	80.4%	95.5%	87.2%	86.3%	87.2%
2009	84.7%	86.1%	84.4%	84.4%	82.2%	n/a	n/a	n/a	94.0%	85.0%	84.7%	85.0%
TAKS Met Standard (Failed in Previous Year)												
Promoted to Grade 6												
2011	31%	35%	29%	37%	35%	46%	38%	44%	48%	30%	28%	29%
2010	37%	38%	35%	43%	45%	45%	17%	49%	49%	35%	31%	36%
Retained in Grade 5												
2011	74%	76%	72%	79%	89%	85%	*	89%	80%	73%	69%	74%
2010	73%	77%	70%	84%	69%	67%	*	86%	79%	72%	64%	73%
Grade 5 Mathematics (English and Spanish)												
Students Requiring Accelerated Instruction												
2011	14%	23%	17%	8%	13%	3%	11%	10%	26%	19%	26%	29%
2010	14%	24%	17%	8%	15%	3%	16%	10%	26%	20%	28%	29%
TAKS Cumulative Met Standard (First and Second Administrations)												
2011	93%	87%	91%	97%	94%	99%	93%	95%	86%	90%	86%	84%
2010	92%	86%	91%	96%	92%	99%	90%	95%	85%	89%	84%	83%
TAKS Failers Promoted by Grade Placement Committee @												
2010	86.1%	88.2%	85.7%	84.5%	83.1%	90.3%	83.3%	84.4%	95.8%	85.9%	84.4%	86.2%
2009	84.7%	86.8%	83.7%	85.2%	80.9%	n/a	n/a	n/a	94.3%	84.7%	83.1%	84.7%
TAKS Met Standard (Failed in Previous Year)												
Promoted to Grade 6												
2011	28%	26%	28%	31%	34%	51%	64%	32%	44%	27%	30%	26%
2010	29%	25%	29%	33%	29%	44%	50%	36%	44%	28%	30%	28%
Retained in Grade 5												
2011	76%	75%	75%	77%	78%	92%	*	80%	82%	75%	74%	75%
2010	75%	73%	75%	83%	62%	55%	*	88%	78%	74%	72%	75%

Indicator:		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative (continued)													
Grade 8 Reading													
Students Requiring Accelerated Instruction													
	2011	11%	15%	14%	5%	11%	4%	11%	6%	28%	16%	43%	24%
	2010	10%	13%	13%	5%	9%	4%	9%	6%	26%	14%	40%	20%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2011	94%	92%	92%	98%	95%	98%	93%	97%	83%	91%	72%	87%
	2010	95%	93%	93%	98%	96%	98%	94%	98%	84%	92%	72%	89%
TAKS Failers Promoted by Grade Placement Committee @													
	2010	84.7%	82.4%	85.2%	85.5%	81.0%	84.2%	80.0%	83.1%	91.9%	85.7%	83.3%	85.5%
	2009	88.5%	91.0%	87.8%	88.1%	88.9%	n/a	n/a	n/a	94.1%	88.3%	88.4%	88.8%
TAKS Met Standard (Failed in Previous Year)													
Promoted to Grade 9													
	2011	38%	37%	36%	50%	43%	45%	30%	47%	38%	36%	30%	36%
	2010	44%	46%	41%	54%	53%	49%	*	45%	44%	42%	34%	43%
Retained in Grade 8													
	2011	57%	53%	55%	67%	*	82%	*	67%	61%	55%	44%	56%
	2010	53%	54%	51%	64%	*	40%	*	*	53%	52%	41%	53%
Grade 8 Mathematics													
Students Requiring Accelerated Instruction													
	2011	20%	30%	24%	12%	22%	4%	14%	14%	39%	26%	43%	40%
	2010	20%	32%	24%	12%	20%	4%	19%	14%	40%	27%	43%	39%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2011	88%	81%	86%	94%	87%	98%	91%	93%	76%	84%	69%	75%
	2010	88%	80%	85%	94%	88%	98%	88%	92%	74%	83%	68%	75%
TAKS Failers Promoted by Grade Placement Committee @													
	2010	86.1%	84.2%	86.2%	88.6%	84.9%	83.6%	90.9%	85.6%	92.4%	86.5%	83.0%	86.6%
	2009	91.1%	94.6%	89.8%	90.3%	89.2%	n/a	n/a	n/a	95.4%	90.9%	89.0%	91.2%
TAKS Met Standard (Failed in Previous Year)													
Promoted to Grade 9													
	2011	20%	19%	19%	25%	16%	36%	28%	22%	25%	19%	21%	19%
	2010	22%	21%	20%	26%	21%	38%	13%	24%	25%	21%	19%	21%
Retained in Grade 8													
	2011	52%	46%	51%	60%	63%	67%	*	80%	63%	49%	42%	51%
	2010	54%	52%	51%	66%	71%	77%	*	50%	49%	51%	42%	54%

Indicator:	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
English Language Learners Progress Indicator												
2010-11	80%	81%	79%	87%	82%	90%	83%	85%	70%	79%	75%	77%
2009-10	79%	79%	78%	86%	80%	91%	81%	87%	70%	78%	74%	76%
Attendance Rate @												
2009-10	95.5%	95.1%	95.3%	95.6%	95.0%	97.5%	95.5%	95.7%	94.0%	95.2%	96.3%	94.7%
2008-09	95.6%	95.2%	95.5%	95.7%	95.0%	n/a	n/a	n/a	94.1%	95.3%	96.5%	94.9%
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)												
2009-10	0.2%	0.4%	0.3%	0.1%	0.2%	0.1%	0.1%	0.2%	0.4%	0.2%	0.5%	0.2%
2008-09	0.3%	0.5%	0.4%	0.1%	0.5%	n/a	n/a	n/a	0.4%	0.3%	0.6%	0.3%
Annual Dropout Rate (Gr 7-12) @ (AEA Indicator)												
2009-10	1.7%	2.7%	2.1%	0.8%	1.8%	0.6%	1.7%	0.9%	2.2%	1.4%	2.9%	2.2%
2008-09	2.0%	3.1%	2.6%	0.9%	1.6%	n/a	n/a	n/a	2.5%	1.7%	3.2%	2.6%
Annual Dropout Rate (Gr 9-12) @												
2009-10	2.4%	3.9%	3.1%	1.1%	2.6%	0.8%	2.5%	1.3%	3.2%	2.1%	4.7%	3.1%
2008-09	2.9%	4.4%	3.8%	1.3%	2.2%	n/a	n/a	n/a	3.6%	2.7%	5.1%	3.6%
4-Year Completion Rate (Gr 9-12) @												
Class of 2010												
Graduated	84.3%	78.8%	78.8%	91.6%	84.2%	n/a	n/a	n/a	74.4%	81.9%	54.8%	77.2%
Received GED	1.3%	1.0%	1.3%	1.4%	1.5%	n/a	n/a	n/a	0.8%	1.0%	0.4%	1.5%
Continued HS	7.2%	8.4%	10.3%	3.5%	9.1%	n/a	n/a	n/a	12.7%	9.2%	19.2%	11.5%
Dropped Out	7.3%	11.8%	9.6%	3.5%	5.1%	n/a	n/a	n/a	12.1%	7.8%	25.6%	9.8%
Class of 2009												
Graduated	80.6%	73.8%	73.5%	89.7%	80.3%	n/a	n/a	n/a	71.8%	78.3%	49.2%	72.5%
Received GED	1.4%	1.1%	1.4%	1.7%	2.2%	n/a	n/a	n/a	0.9%	1.2%	0.7%	1.7%
Continued HS	8.6%	10.3%	12.7%	4.1%	8.1%	n/a	n/a	n/a	13.2%	9.7%	21.1%	13.4%
Dropped Out	9.4%	14.8%	12.4%	4.5%	9.3%	n/a	n/a	n/a	14.1%	10.9%	29.1%	12.4%
5-Year Extended Completion Rate (Gr 9-12) @												
Class of 2009												
Graduated	85.1%	78.8%	80.0%	92.1%	83.8%	n/a	n/a	n/a	78.1%	83.7%	59.0%	79.8%
Received GED	1.9%	1.6%	1.9%	2.1%	2.9%	n/a	n/a	n/a	1.1%	1.6%	0.9%	2.3%
Continued HS	2.1%	2.2%	3.2%	1.0%	3.7%	n/a	n/a	n/a	5.8%	2.8%	5.3%	3.2%
Dropped Out	10.8%	17.3%	14.9%	4.8%	9.6%	n/a	n/a	n/a	15.0%	12.0%	34.8%	14.7%
Class of 2008												
Graduated	83.4%	76.5%	77.0%	91.1%	86.6%	n/a	n/a	n/a	77.3%	76.6%	54.3%	72.9%
Received GED	2.1%	1.7%	2.1%	2.3%	3.0%	n/a	n/a	n/a	1.2%	2.3%	0.7%	3.2%
Continued HS	2.4%	2.5%	3.7%	1.1%	1.4%	n/a	n/a	n/a	6.0%	3.1%	7.0%	4.0%
Dropped Out	12.2%	19.2%	17.2%	5.5%	9.1%	n/a	n/a	n/a	15.5%	17.9%	38.0%	20.0%

Indicator:		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
Completion Rate II (Graduates, Continuers, and GED) @ (AEA Indicator)													
Class of 2010		92.7%	88.2%	90.4%	96.5%	94.9%	n/a	n/a	n/a	87.9%	92.2%	74.4%	90.2%
Class of 2009		90.6%	85.2%	87.6%	95.5%	90.7%	n/a	n/a	n/a	85.9%	89.1%	70.9%	87.6%
Completion Rate I (Graduates and Continuers) @ (Standard Accountability Indicator)													
Class of 2010		91.4%	87.2%	89.1%	95.1%	93.3%	n/a	n/a	n/a	87.1%	91.1%	73.9%	88.7%
Class of 2009		89.2%	84.1%	86.2%	93.8%	88.5%	n/a	n/a	n/a	85.0%	88.0%	70.2%	85.9%
COLLEGE READINESS INDICATORS													
Advanced Course/Dual Enrollment Completion @													
2009-10		26.3%	19.5%	23.0%	30.9%	23.5%	49.9%	26.1%	30.6%	6.0%	20.4%	11.6%	14.2%
2008-09		24.6%	18.1%	20.8%	29.4%	22.7%	n/a	n/a	n/a	5.7%	18.7%	11.1%	13.2%
RHSP/DAP Graduates @													
Class of 2010		82.7%	76.4%	83.6%	83.0%	77.1%	93.3%	80.4%	84.7%	23.4%	80.1%	68.3%	71.0%
Class of 2009		82.5%	75.7%	83.4%	82.9%	79.3%	n/a	n/a	n/a	24.5%	79.9%	64.8%	71.3%
AP/IB Results @													
Tested													
	2010	22.7%	14.5%	19.6%	25.9%	19.4%	53.6%	25.6%	27.0%	n/a	n/a	n/a	n/a
	2009	21.2%	12.9%	17.3%	25.1%	21.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion													
	2010	50.8%	25.7%	37.3%	63.1%	49.4%	69.0%	51.6%	61.6%	n/a	n/a	n/a	n/a
	2009	51.2%	25.5%	37.5%	61.7%	52.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion													
	2010	46.7%	23.6%	29.7%	58.1%	40.1%	63.6%	50.0%	57.8%	n/a	n/a	n/a	n/a
	2009	47.4%	23.5%	29.8%	57.2%	50.6%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) – Higher Education Readiness Component													
Eng Lang Arts	2011	66%	57%	59%	77%	69%	79%	68%	76%	21%	56%	11%	46%
	2010	60%	51%	52%	70%	61%	76%	68%	70%	18%	49%	10%	42%
Mathematics	2011	69%	54%	63%	79%	69%	88%	68%	76%	23%	59%	34%	44%
	2010	66%	49%	58%	78%	69%	87%	73%	72%	20%	55%	27%	42%

Indicator:	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
SAT/ACT Results @ Tested												
Class of 2010	62.6%	70.2%	52.7%	68.1%	53.5%	89.6%	61.7%	68.9%	n/a	n/a	n/a	n/a
Class of 2009	61.5%	68.9%	50.6%	66.8%	60.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
At/Above Criterion												
Class of 2010	26.9%	8.1%	12.7%	41.4%	28.4%	52.0%	28.7%	34.9%	n/a	n/a	n/a	n/a
Class of 2009	26.9%	7.7%	11.8%	40.6%	33.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Average SAT Score												
Class of 2010	985	858	908	1065	999	1115	1010	1035	n/a	n/a	n/a	n/a
Class of 2009	985	858	899	1064	1020	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT Score												
Class of 2010	20.5	17.2	18.2	22.9	21.2	24.6	21.6	22.0	n/a	n/a	n/a	n/a
Class of 2009	20.5	17.2	18.2	22.6	21.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a
College-Ready Graduates @ Eng Lang Arts												
Class of 2010	66%	53%	58%	77%	69%	79%	75%	75%	17%	53%	9%	45%
Class of 2009	62%	49%	52%	72%	67%	n/a	n/a	n/a	14%	48%	7%	40%
Mathematics												
Class of 2010	64%	46%	57%	75%	65%	86%	70%	70%	15%	53%	28%	36%
Class of 2009	60%	41%	50%	71%	65%	n/a	n/a	n/a	12%	47%	23%	31%
Both Subjects												
Class of 2010	52%	34%	42%	66%	55%	74%	60%	61%	7%	38%	5%	22%
Class of 2009	47%	29%	35%	60%	53%	n/a	n/a	n/a	5%	32%	4%	18%

STUDENT INFORMATION		Count	Percent
Total Students		4,912,385	100.0%
Students By Grade:	Early Childhood Education	13,652	0.3%
	Pre-Kindergarten	223,243	4.5%
	Kindergarten	373,832	7.6%
	Grade 1	387,655	7.9%
	Grade 2	379,680	7.7%
	Grade 3	375,232	7.6%
	Grade 4	373,915	7.6%
	Grade 5	372,341	7.6%
	Grade 6	361,552	7.4%
	Grade 7	357,262	7.3%
	Grade 8	354,139	7.2%
	Grade 9	390,370	7.9%
	Grade 10	343,450	7.0%
	Grade 11	314,263	6.4%
	Grade 12	291,799	5.9%
Ethnic Distribution:	African American	635,400	12.9%
	Hispanic	2,468,574	50.3%
	White	1,531,757	31.2%
	American Indian	23,457	0.5%
	Asian	168,913	3.4%
	Pacific Islander	6,106	0.1%
	Two or More Races	78,178	1.6%
Economically Disadvantaged		2,909,554	59.2%
Limited English Proficient (LEP)		830,795	16.9%
Students w/Disciplinary Placements (2009-10)		92,810	1.9%
At-Risk		2,275,179	46.3%
Total Graduates (Class of 2010):		280,520	100.0%
By Ethnicity (incl. Special Ed):			
	African American	36,988	13.2%
	Hispanic	119,365	42.6%
	White	108,577	38.7%
	American Indian	1,452	0.5%
	Asian	9,967	3.6%
	Pacific Islander	363	0.1%
	Two or More Races	3,808	1.4%
By Graduation Type (incl. Special Ed.):			
	Minimum H.S. Program	48,391	17.3%
	Recommended H.S. Pgm./DAP	232,129	82.7%
Special Education Graduates:		25,537	9.1%
Data Quality:	PID Errors (student)	5,913	0.1%
	Underreported Students	8,667	0.4%

PROGRAM INFORMATION		Count	Percent
Student Enrollment by Program:			
	Bilingual/ESL Education	796,755	16.2%
	Career & Technical Education	1,032,602	21.0%
	Gifted & Talented Education	379,789	7.7%
	Special Education	432,763	8.8%
Teachers by Program (population served):			
	Bilingual/ESL Education	18,300.9	5.5%
	Career & Technical Education	13,438.7	4.0%
	Compensatory Education	9,790.9	2.9%
	Gifted & Talented Education	6,480.8	1.9%
	Regular Education	245,670.2	73.4%
	Special Education	30,384.6	9.1%
	Other	10,810.4	3.2%

Class Size Averages by Grade and Subject:

Elementary:	Kindergarten	19.0
	Grade 1	18.9
	Grade 2	18.8
	Grade 3	18.8
	Grade 4	19.0
	Grade 5	21.4
	Grade 6	20.7
	Mixed Grades	23.9
Secondary:	English/Language Arts	17.3
	Foreign Language	19.0
	Mathematics	17.9
	Science	19.0
	Social Studies	19.6

		Non-Special Education Rates	Special Education Rates
Retention Rates By Grade:	Kindergarten	2.3%	10.7%
	Grade 1	4.7%	8.9%
	Grade 2	2.8%	4.1%
	Grade 3	2.0%	1.8%
	Grade 4	1.1%	0.9%
	Grade 5	1.3%	1.3%
	Grade 6	0.7%	1.2%
	Grade 7	1.0%	1.4%
	Grade 8	1.2%	2.1%

STAFF INFORMATION	Count	Percent
Total Staff:	663,146.4	100.0%
Professional Staff:	420,412.8	63.4%
Teachers	334,876.4	50.5%
Professional Support	59,958.9	9.0%
Campus Administration (School Leadership)	18,757.3	2.8%
Central Administration	6,820.1	1.0%
Educational Aides:	62,981.3	9.5%
Auxiliary Staff:	179,752.4	27.1%
Total Minority Staff:	291,704.1	44.0%
Teachers by Ethnicity and Sex:		
African American	31,080.7	9.3%
Hispanic	79,342.2	23.7%
White	214,047.6	63.9%
American Indian	1,390.2	0.4%
Asian	4,439.7	1.3%
Pacific Islander	357.3	0.1%
Two or More Races	4,218.7	1.3%
Males	77,669.1	23.2%
Females	257,207.3	76.8%
Teachers by Highest Degree Held:		
No Degree	2,572.5	0.8%
Bachelors	257,361.4	76.9%
Masters	73,117.8	21.8%
Doctorate	1,824.8	0.5%
Teachers by Years of Experience:		
Beginning Teachers	20,250.7	6.0%
1-5 Years Experience	100,402.5	30.0%
6-10 Years Experience	70,542.9	21.1%
11-20 Years Experience	83,669.9	25.0%
Over 20 Years Experience	60,010.5	17.9%
Number of Students Per Teacher:	14.7	n/a

	Years
Average Yrs. Experience of Teachers:	11.4 yrs.
Average Yrs. Experience of Teachers with Districts:	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)	Amount
Beginning Teachers	$41,272
1-5 Years Experience	$44,013
6-10 Years Experience	$46,604
11-20 Years Experience	$50,476
Over 20 Years Experience	$58,691
Average Actual Salaries (regular duties only):	
Teachers	$48,638
Professional Support	$57,045
Campus Administration (School Leadership)	$70,819
Central Administration	$89,481
Turnover Rate For Teachers:	11.9%
Instructional Staff Percent***:	64.4%
STAFF EXCLUSIONS:	
Shared Services Arrangement Staff:	Count
Professional Staff	1,118.8
Educational Aides	238.7
Auxiliary Staff	669.6
Contracted Instructional Staff:	2,180.4

TAX INFORMATION (CALENDAR YEAR 2010)	State Amount	State Percent/Rate
Adopted Tax Rate		
Maintenance and Operations	n/a	$1.064
Interest and Sinking Fund #	n/a	$0.171
Total Rate (sum of above)	n/a	$1.235
Standardized Local Tax Base (comptroller valuation)		
Value (after exemptions)	$1,671,116,451,188	n/a
Value Per Pupil @@	$350,222	n/a
Value by Category		
Business	$619,775,745,261	32.8%
Residential	$1,026,991,436,746	54.4%
Land	$120,237,548,492	6.4%
Oil and Gas	$112,804,066,882	6.0%
Other	$9,304,192,230	0.5%
FUND BALANCE INFORMATION		
Fund Balance (End of Year 2009-10 audited)	$7,355,367,290	n/a
Percent of Total Budgeted Expenditures (2010-11)	n/a	18.7%

ACTUAL PROGRAM EXPENDITURE INFORMATION (2009-10)	State All Funds	State Percent	State Per Student
By Program:			
Total Operating Expenditures	$32,108,519,161	100.0%	$6,656
Bilingual/ESL Education (25)	$1,225,281,719	3.8%	$254
Career & Technical Education (22)	$1,056,766,918	3.3%	$219
Accelerated Education (24,30)	$4,301,585,763	13.4%	$892
Gifted & Talented Education (21)	$411,864,800	1.3%	$85
Regular Education (11)	$18,512,461,024	57.7%	$3,837
Special Education (23)	$5,172,429,398	16.1%	$1,072
Athletics/Related Activities (91)	$773,004,781	2.4%	$160
High School Allotment (31)	$304,454,407	0.9%	$63
Other (26,28,29)	$350,670,351	1.1%	$73

ACTUAL EXPENDITURE INFORMATION (2009-10)	State All Funds	State Percent	State Per Student
By Object:			
Total Expenditures	$55,685,905,234	100.0%	$11,543
Payroll Costs	$33,896,341,694	60.9%	$7,026
Other Operating Costs	$9,152,601,507	16.4%	$1,897
Debt Service	$5,190,318,470	9.3%	$1,076
Capital Outlay	$7,446,643,563	13.4%	$1,544
By Function (Objects 6100-6400 only):			
Total Operating Expenditures	$42,460,965,640	100.0%	$8,802
Instruction (11,95)	$24,805,113,325	58.4%	$5,142
Instructional-Related Services (12,13)	$1,520,261,151	3.6%	$315
Instructional Leadership (21)	$633,472,153	1.5%	$131
School Leadership (23)	$2,350,497,427	5.5%	$487
Support Services-Student (31,32,33)	$2,031,024,489	4.8%	$421
Student Transportation (34)	$1,156,289,200	2.7%	$240
Food Services (35)	$2,223,522,112	5.2%	$461
Cocurricular Activities (36)	$1,115,331,069	2.6%	$231
Central Administration (41,92 **)	$1,299,666,358	3.1%	$269
Plant Maintenance and Operations (51)	$4,405,080,294	10.4%	$913
Security and Monitoring Services (52)	$327,376,988	0.8%	$68
Data Processing Services (53)	$593,331,074	1.4%	$123
Community Services (61)	$210,691,106	n/a	$44
Equity Transfers (excluded from expenditures)	$1,070,736,634	n/a	$222
Instructional Expenditure Ratio*** (11,12,13,31)		65.3%	
ACTUAL REVENUE INFORMATION (2009-10)			
By Source:			
Total Revenues	$49,825,397,308	100.0%	$10,328
Local Tax	$20,702,046,899	41.5%	$4,291
Other Local & Intermediate	$2,065,867,106	4.1%	$428
State +	$21,076,094,948	42.3%	$4,369
Federal	$5,981,388,355	12.0%	$1,240
Equity Transfers (excluded from revenues)	$1,070,736,634	n/a	$222

Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report
2010-11 State Performance Report
For Current Year LEP Students

Indicator:		State	BE Total	BE-Trans. Early Exit	BE-Trans. Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP w/Services	Total LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)													
Reading/ELA	2011	90%	81%	79%	80%	86%	84%	65%	65%	66%	77%	73%	73%
	2010	90%	81%	80%	80%	86%	83%	66%	66%	66%	77%	73%	73%
Mathematics	2011	84%	84%	84%	83%	85%	85%	68%	67%	69%	76%	76%	76%
	2010	84%	82%	83%	80%	83%	82%	67%	66%	68%	74%	74%	74%
Writing	2011	92%	90%	88%	90%	93%	91%	81%	81%	81%	84%	86%	86%
	2010	93%	90%	89%	90%	94%	92%	82%	82%	81%	86%	86%	86%
Science	2011	83%	69%	69%	66%	75%	72%	49%	50%	48%	63%	57%	58%
	2010	82%	71%	71%	68%	77%	75%	49%	50%	47%	59%	57%	57%
Soc Studies	2011	95%	84%	86%	*	80%	98%	80%	80%	80%	80%	80%	80%
	2010	94%	85%	85%	80%	81%	91%	78%	79%	78%	78%	78%	78%
All Tests	2011	76%	70%	68%	67%	75%	72%	47%	47%	48%	61%	58%	58%
	2010	76%	69%	69%	66%	74%	71%	47%	47%	48%	59%	57%	58%
Student Success Initiative													
Grade 5 Reading (English and Spanish)													
Students Requiring Accelerated Instruction													
	2011	13%	32%	35%	35%	22%	27%	31%	31%	32%	27%	32%	31%
	2010	15%	35%	36%	36%	24%	34%	36%	35%	37%	30%	35%	35%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2011	93%	80%	78%	78%	88%	83%	81%	81%	81%	85%	80%	80%
	2010	92%	77%	77%	77%	87%	79%	78%	78%	77%	82%	78%	78%
Grade 5 Mathematics (English and Spanish)													
Students Requiring Accelerated Instruction													
	2011	14%	26%	29%	28%	23%	22%	28%	27%	29%	24%	27%	26%
	2010	14%	29%	29%	31%	24%	24%	28%	27%	30%	25%	28%	28%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2011	93%	86%	85%	84%	90%	88%	85%	85%	84%	88%	86%	86%
	2010	92%	84%	83%	82%	87%	87%	84%	85%	83%	85%	84%	84%
Grade 8 Reading													
Students Requiring Accelerated Instruction													
	2011	11%	39%	33%	*	37%	40%	44%	43%	44%	32%	44%	43%
	2010	10%	30%	20%	*	36%	26%	41%	41%	41%	31%	41%	40%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2011	94%	73%	67%	*	73%	75%	71%	71%	71%	80%	71%	72%
	2010	95%	81%	90%	*	79%	82%	71%	71%	72%	80%	72%	72%

Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report
2010-11 State Performance Report
For Current Year LEP Students

Indicator:		State	BE Total	BE-Trans. Early Exit	BE-Trans. Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP w/Services	Total LEP
Student Success Initiative (continued)													
Grade 8 Mathematics													
Students Requiring Accelerated Instruction													
	2011	20%	34%	33%	*	38%	18%	43%	44%	43%	40%	43%	43%
	2010	20%	30%	50%	*	36%	23%	44%	44%	43%	42%	44%	43%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2011	88%	73%	67%	*	69%	90%	69%	68%	69%	71%	69%	69%
	2010	88%	79%	70%	*	73%	86%	68%	68%	68%	71%	68%	68%
Progress of Prior Year TAKS Failers													
Percent of Failers Passing TAKS (Sum of Grades 4-11)													
Reading/ELA	2011	47%	39%	39%	38%	38%	39%	37%	36%	38%	43%	38%	38%
	2010	50%	36%	37%	36%	39%	36%	39%	38%	39%	46%	38%	39%
Mathematics	2011	42%	42%	44%	39%	35%	43%	33%	33%	33%	38%	35%	35%
	2010	45%	41%	46%	36%	37%	41%	36%	36%	36%	40%	37%	38%
English Language Learners Progress Indicator													
2010-11		80%	72%	76%	70%	75%	67%	77%	76%	79%	83%	75%	75%
2009-10		79%	70%	75%	68%	73%	64%	76%	75%	77%	83%	73%	74%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'#' The $0.171 includes 214 districts with an Interest and Sinking (I & S) tax rate of $0.000. Among districts with I & S tax rates, the state average is $0.216.
'@@' Not Used for School Funding calculations.
'**' Function 81, for charter schools only, is included in the Central Administration Total Operating Expenditure.
'***' For more details on this Chapter 44 measure, please go to this link.
'+' State revenue includes $1,479,417,254 from the State Fiscal Stabilization Fund, distributed under the Federal American Recovery and Reinvestment Act.